DOCUMENT RESUME

ED 291 207 EC 201 974

AUTHOR	Warger, Cynthia L., Ed.; Weiner, Bluma B., Ed.
TITLE	Secondary Special Education: A Guide to Promising Public School Programs.
INSTITUTION	Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	ISBN-0-86586-176-5
PUB DATE	87
CONTRACT	400-84-0010
NOTE	189p.
AVAILABLE FROM	The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($20.00, $17.00 CEC member; Stock No. 322).
PUB TYPE	Books (010) -- Guides - Non-Classroom Use (055) -- Information Analyses - ERIC Information Analysis Products (071)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Accountability; Behavior Modification; Computers; Coordination; *Delivery Systems; *Disabilities; Dropouts; *Educational Practices; *Educational Trends; *Program Effectiveness; Program Evaluation; Secondary Education; *Special Education; Standards; Vocational Evaluation

ABSTRACT

The book discusses current issues and trends in special education programming at the secondary level. An introductory chapter by Cynthia L. Warger outlines service delivery program models and the range of curriculum content options. In Chapter 2, Janet Sansone focuses on the issue of accountability in secondary education as it relates to educational rights of handicapped students and secondary special education teacher preparation. Other trends described include learning strategies training for mildly handicapped students, programming for moderate to severely handicapped students, self-mediated and peer-mediated instructional approaches, vocational assessment, computer technology, and the high dropout rate among secondary level handicapped students. Andrew S. Halpern describes characteristics of a quality program in Chapter 3, focusing on curriculum and instruction, coordination of services, transition, and documentation of planning and school outcomes. A proposed set of 55 program standards concludes the chapter. The balance of the book consists of program descriptions of 66 promising public school programs categorized as follows: total district-wide programs, resource room programs, programs for special populations, career, vocational, or transitional programs, and special schools or centers. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

8660

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jeptha Green

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED291207

Secondary Special Education

EC 201 974

ERIC

Secondary Special Education

A Guide to Promising Public School P

Edited by

Cynthia L. Warger

Bluma B. Weiner

ERIC

The Council for Exceptional Children

3

EC 201974

Library of Congress Cataloging-in-Publication Data

Secondary special education.

"A product of the ERIC Clearinghouse on Handicapped and Gifted Children."
Includes bibliographies.
1. Special education—United States. 2. Education, Secondary—United States—Curricula. I. Warger, Cynthia L. II. Weiner, Bluma B. (Bluma Beryl), 1915– . III Council for Exceptional Children. IV. ERIC Clearinghouse on Handicapped and Gifted Children.
LC3981.S43 1987 371.9 87–19967
ISBN 0-86586-176-5

A product of the ERIC Clearinghouse on Handicapped and Gifted Children.

Published in 1987 by The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091–1589.
Stock No. 322 Price $20.00

This publication was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement, contract No. 400–84–0010. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the Department of Education.

Printed in the United States of America.

Contents

Contributors v

1. Introduction to Secondary Special Education Programs 1
   Cynthia L. Warger

2. Issues and Trends in Secondary Education for Handicapped Youth 7
   Janet Sansone

3. Characteristics of a Quality Program 25
   Andrew S. Halpern

4. Promising Programs 57

   Program Descriptions 59
   - Total District-Wide Programs 59
   - Resource Room Programs 79
   - Programs for Special Populations 92
   - Career, Vocational, or Transitional Programs 112
   - Special Schools or Centers 163

   Programs in Brief 173
   - Total District-Wide Programs 173
   - Vocational Programs 177
   - Special Schools or Centers 180

Contributors

Andrew S. Halpern is Professor of Education, and Director, Rehabilitation and Training Center in Mental Retardation, University of Oregon, Eugene.

Janet Sansone is Assistant Professor and Coordinator of Mentally-Physically Handicapped Programs, University of Pittsburgh, Pennsylvania.

Cynthia L. Warger is Director of Program Development, Association for Supervision and Curriculum Development, Alexandria, Virginia, and Editor, *TEACHING Exceptional Children*, The Council for Exceptional Children, Reston, Virginia.

Bluma B. Weiner is Professor Emeritus, Department of Special Education, Yeshiva University, New York, New York.

1 / Introduction to Secondary Special Education Programs

Cynthia L. Warger

As the Education for All Handicapped Children Act of 1975 (Public Law 94–142) moves into its second decade, educators are giving increased attention to secondary-age handicapped youth, the group that is typically underserved by special education programs. Neglect of secondary students with handicaps is a longstanding phenomenon, as observed by Metz (1973), Miller, Sabatino, and Larsen (1980), and Sabatino and Mauser (1978). Although public school districts in recent years have made concerted efforts to develop secondary-level programs, information regarding both the extent of programming at this level and the effectiveness of programs that do exist is scarce.

As a result of this neglect, secondary students are often placed in poorly designed programs, taught by teachers who have not been trained to work with their unique needs, and instructed with materials and methods that were designed for use with either nonhandicapped secondary pupils or exceptional primary pupils (Cullinan & Epstein, 1979; Evans & Evans, 1983; Miller, 1981; Smith & Payne, 1980; Weisenstein & Pelz, 1986; Wilcox & Bellamy, 1982). To complicate the problem, educators have not arrived at a consensus on a general approach for educating handicapped secondary students in public schools (Masters & Mori, 1986). Thus, program administrators charged with providing appropriate services to increasing numbers of handicapped adolescents have had to draw their own conclusions from theoretical models and applied knowledge of particular student needs as a basis for their school programs.

SECONDARY SERVICE DELIVERY OPTIONS

What is known about service delivery options at the secondary level? The most popular theoretical model is based on the work of Reynolds (1962) and Deno (1970). It presents a range of programs for handicapped adolescents from regular classrooms to institutional settings.

This "cascade of services," while comprehensive in theory, has in practice been limited to only a few service delivery options when applied to the secondary setting. In 1976, Clark described public senior high school program organization primarily as self-contained, special education work-study programs. He went on to note, however, that public school secondary programs appeared to be shifting into two types, self-contained programs and resource room/learning center programs. Cullinan and Epstein (1979) found that the program options available at the secondary level were self-contained classrooms, resource rooms, and mainstreaming. Similarly, Wiederholt and McEntire (1980) identified self-contained classes or units, resource programs, and vocational education as typical secondary program options. To this list is sometimes added the teacher consultation model, wherein the special education teacher provides indirect service to pupils by working as a consultant to regular education teachers (D'Alonzo, 1983; Greenburg, 1987).

With regard to categorical areas, public secondary school programs for learning disabled students have been devoted almost exclusively to the resource model (Deshler, 1978; Goodman & Mann, 1976; Marsh, Gearheart, & Gearheart, 1978; McNutt & Heller, 1978). Zigmond, Sansone, Miller, Donahoe, and Kohnke (1986) found that programming models for learning disabled students (e.g., resource room; self-contained class; consultation model; work-study model) tend to differ along the two broad dimensions of (a) the amount of time for which students are assigned to receive instruction from the special education teacher, and (b) the extent to which the curriculum is different from that of the regular program. According to Zigmond and her colleagues, a variety of program options along these dimensions is necessary for truly individualized programming. In a nationwide study of programs available for adolescents with behavior disorders, Hirshoren and Heller (1979) found that special classes were the most frequently mandated service model, followed by resource rooms. To expand options for secondary students, McDowell and Brown (1978) described a four-program continuum for students with behavior disorders encompassing regular class placement, the resource room, special class placement, and a special program within the regular school facility.

Educators who turn to the literature for guidance on secondary program descriptions will find that disappointingly few exist. Some available descriptions include mainstream programs for mildly handicapped students (Counihan, 1977; Riegel & Mathey, 1980; Smith & Smith, 1985); programs for students with behavior disorders (Braaton, 1979; Smith-Davis, 1985); programs for mentally retarded students (Howard, 1976); and programs for mentally disabled adolescents (Meisgeier, 1981; Zigmond, 1978).

PROGRAM CONTENT

Service delivery program models can be analyzed according to content emphasis. Masters and Mori (1986) identified three major types of program content typically covered at the secondary level: academic, life skills, and vocational. Through the academic focus, students acquire knowledge and skills essential to mastering subject-matter content. The goal of life skills learning focuses on the acquisition of knowledge, attitudes, functional skills, and basic career experiences that are fundamental to survival in the adult world. Vocational content provides students with knowledge and experiences directed toward finding and maintaining employment. Malouf and Halpern (1976) identified similar content areas in their discussion of curriculum domains relevant to secondary programming: occupational guidance and preparation, academic instruction, personal-social development, and preparation for adult living.

The selection of curriculum content can be either the same as the regular program, modified, or unique. Weisenstein and Pelz (1986) indicated that the handicapped student's program generally will fall into one of the following four categories:

1. Regular college preparatory programs, with support for students and teachers such as consultation, deaf interpreter services, physical therapy, resource room tutoring, and so on.
2. Regular vocational programs, with appropriate support services, that meet standard graduation requirements.
3. Special vocational/community living preparation programs that emphasize practical skills, with part-time placement in regular classes as appropriate.
4. Special programs for more severely handicapped students.

They stressed, however, that the ultimate programming decision must be based on the student's individualized education program, not what happens to be currently available in the system.

The recent national focus on effective transition from school to work and adult life has led to new program emphasis at the secondary level (Brown, Halpern, Hasazi, Wehman, Clark, &

Knowlton, 1987; Edgar, 1985; Halpern, 1985; Hasazi, Gordon, & Roe, 1985). The secondary school is viewed in most models as the foundation or starting point for transitional programming (Will, 1984) and is responsible for effecting students' eventual adjustment to work and adult life. Given this view, secondary schools are expected to identify and use appropriate instructional methods, develop an appropriate curriculum that includes a strong vocational component, improve integration opportunities, and establish productive contacts between the school and community transition agencies. A number of model transition projects and programs are currently being implemented, including the development of a more functional high school curriculum, systematic planning for vocational and community transition, and increased employment options (Schrag, 1987).

PURPOSE OF BOOK

It is against this backdrop that public school districts are entrusted with developing programs for secondary youth. This book, written for administrators, directors, and other special education personnel who are responsible for design and implementation of service delivery options, is intended to provide information regarding current trends and issues in programming at the secondary level. In Chapter 2, Sansone discusses the critical issues underlying the development of secondary programs. Using the statewide Oregon data, Halpern, in Chapter 3, discusses critical components that must be addressed when developing exemplary public secondary school programs for handicapped youth. The remainder of the book presents descriptions of public secondary school programs currently in place across the country that have been recommended as showing promise for meeting the needs of exceptional youth.

Secondary schools are responding to the challenge of providing solid programs that address the needs of adolescents. Hopefully, the experiences outlined in this book will encourage others to continue their efforts to promote appropriate educational programs for *all* exceptional adolescents.

REFERENCES

Braaton S., (1979). The Madison School Program: Programming for secondary level severely emotionally disturbed youth. *Behavioral Disorders, 4*, 153–162.

Brown, L., Halpern, A. S., Hasazi, S. B., & Wehman, P. (1987). From school to adult living: A forum on issues and trends. *Exceptional Children, 53*, 546–554.

Clark, G. M. (1976). The state of the art in secondary programs for the handicapped. *Thresholds in Secondary Education, 2*(3), 10–11, 22–23.

Counihan, M. H. (1977). Mark Twain programs: Impact on mainstreaming in the secondary school. In B. Aiello (Ed.), *Making it work: Practical ideas for integrating exceptional children into regular classrooms* (pp. 23–29). Reston, VA: The Council for Exceptional Children.

Cullinan, D., & Epstein, M. H. (1979). *Special education for adolescents: Issues and perspectives*. Columbus, OH: Charles E. Merrill.

D'Alonzo, B. J. (1983). Introduction to secondary school programming for LBP students. In B. J. D'Alonzo (Ed.), *Educating adolescents with learning and behavior problems* (pp. 3–33). Rockville, MD: Aspen Systems.

Deno, E. (1970). Special education as developmental capital. *Exceptional Children, 37*, 229–237.

Deshler, D. D. (1978). Issues relating to the education of learning disabled adolescents. *Learning Disabilities Quarterly, 1*, 2–10.

Edgar, E. (1985). How do special education students fare after they leave school? A response to Hasazi, Gordon, and Roe. *Exceptional Children, 51*, 470–473.

Evans, W., & Evans, S. (1983). Secondary programs for handicapped students. In R. E. Schmid & L. M. Nagata (Eds.), *Contemporary issues in special education*, (2nd ed., pp. 178–186). New York: McGraw-Hill.

Goodman, L., & Mann, L. (1976). *Learning disabilities in the secondary school—issues and practices*. New York: Grune & Stratton.

Greenburg, D. (1987). *A special educator's perspective on interfacing special and general education: A review for administrators*. Reston, VA: The Council for Exceptional Children.

Halpern, A. S. (1985). Transition: A look at the foundations. *Exceptional Children, 51*, 479–486.

Hasazi, S. B., Gordon, L. R., & Roe, C. A. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. *Exceptional Children, 51*, 455–469.

Hirshoren, A., & Heller, G. G. (1979). Programs for adolescents with behavior disorders: The state of the art. *The Journal of Special Education, 13*, 275–281.

Howard, R. D. (1976). Exemplary secondary programs for educable mentally retarded in selected southeastern states. *Thresholds in Secondary Education, 2*(3), 18–20.

McDowell, R., & Brown, G. B. (1978). The emotionally disturbed adolescent: Development of program alternatives in secondary education. *Focus on Exceptional Children, 10*(4), 1–15.

McNutt, G., & Heller, G. (1978). Services for learning disabled adolescents: A survey. *Learning Disabilities Quarterly, 1*, 101–103.

Malouf, D., & Halpern, A. (1976). A review of secondary level special education. *Thresholds in Secondary Education, 2*(3), 6–7, 25–29.

Marsh, G. E., Gearheart, C. K., & Gearheart, B. R. (1978). *The learning disabled adolescent*. St. Louis, MO: C. V. Mosby.

Masters, L. F., & Mori, A. A. (1986). *Teaching secondary students with mild learning and behavior problems*. Rockville, MD: Aspen Systems.

Meisgeier, C. (1981). A social/behavioral program for the adolescent student with serious learning problems. *Focus on Exceptional Children, 13*(9), 1–13.

Metz, A. S. (1973). Number of pupils with handicaps in local public schools (Bureau of Education for the Handicapped, Report No. DHEW-OE-73-11107). Washington, DC: U.S. Government Printing Office.

Miller, S. R. (1981). A crisis in appropriate education: The dearth of data on programs for secondary handicapped adolescents. *The Journal of Special Education, 15*, 351–360.

Miller, S. R., Sabatino, D. A., & Larsen, R. P. (1980). Issues in the professional preparation of secondary school special educators. *Exceptional Children, 46*, 344–350.

Reynolds, M. C. (1962). A framework for considering some issues in special education. *Exceptional Children, 28*, 369–370.

Riegel, R. H. & Mathey, J. P. (1980). *Mainstreaming at the secondary level: Seven models that work*. Plymouth, MI: Plymouth-Canton Community School District.

Sabatino, D. A., & Mauser, A. J. (1978). *Intervention strategies for specialized secondary education*. Boston: Allyn & Bacon.

Schrag, J. A. (1987). Implementation of P.L. 94–142 and its accomplishments, problems and future challenges: A state education agency perspective. In H. J. Prehm (Ed.), *The future of special education* (pp. 75–110). Reston, VA: The Council for Exceptional Children.

Smith, G., & Smith, D. (1985). A mainstreaming program that really works. *Journal of Learning Disabilities, 18*, 369–372.

Smith, J. E., & Payne, J. S. (1980). *Teaching exceptional adolescents*. Columbus, OH: Charles E. Merrill.

Smith-Davis, J. (1985). A sampler of education programs for adolescents. *The Pointer, 29*, 47–50.

Weisenstein, G. R., & Pelz, R. (1986). *Administrators' desk reference in special education*. Rockville, MD: Aspen Systems.

Wiederholt, J. L., & McEntire, B. (1980). Educational options for handicapped adolescents. *Exceptional Education Quarterly, 1*(2), 1–10.

Wilcox, B., & Bellamy, G. T. (1982). *Design of high school programs for severely handicapped students*. Baltimore, MD: Paul H. Brookes.

Will, M. (1984). *OSERS programming for the transition of youth with disabilities: Bridges from school to working life*. Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education.

Zigmond, N. (1978). A prototype of comprehensive services for secondary students with learning disabilities. *Learning Disabilities Quarterly, 1*, 39–49.

Zigmond, N., Sansone, J., Miller, S. E., Donahoe, K. A., & Kohnke, R. (1986). Designing a program for the learning disabled adolescent. In N. Zigmond, J. Sansone, S. E. Miller, K. A. Donahoe, & R. Kohnke, *What research and experience say to the teacher of exceptional children—Teaching learning disabled students at the secondary school level* (pp. 1–11). Reston, VA: The Council for Exceptional Children.

2 / Issues and Trends in Secondary Education for Handicapped Youth

Janet Sansone

Since the enactment of Public Law 94-142, the Education for All Handicapped Children Act of 1975, the number and diversity of handicapped students enrolled in America's secondary schools have burgeoned. Because the presence of these students in secondary schools is so recent, most discussions of schooling for them to date have focused either on identifying their educational needs or proposing new programs to meet these needs. However, with so many secondary programs for handicapped students under way, there is now opportunity to examine trends that are emerging and highlight some troubling issues.

This chapter begins with a discussion of some of the issues and trends permeating secondary public schooling today that, inevitably, influence the education of handicapped students. Since the education of handicapped students does not take place in a vacuum, it can be understood best when it is considered in the broader context in which it occurs. The next section focuses on specific trends in the secondary programs of handicapped students, the content taught, and the teaching procedures employed. The chapter ends with a brief review of some trends among secondary handicapped students themselves. The trends presented and issues raised in this chapter offer a perspective for educators who continue to ask questions and seek answers about what constitutes a free, appropriate, public education for secondary handicapped youth.

PUBLIC SECONDARY SCHOOLS

It is difficult to pinpoint exactly when the current criticisms of public secondary schools began. Some would cite the discovery in the 1970's of declining Scholastic Aptitude Test scores among high school graduates (Lorber & Pierce, 1983). Widespread attention to secondary schools certainly was generated with the publication of *A Nation At Risk* (National Commission on Excellence in Education, 1983) and its sobering warning that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people" (p. 5).

Within the same short period of time, the results of several other comprehensive national studies were published (Boyer, 1983; Goodlad, 1984; Sizer, 1984). The findings of these studies, which had been conducted over several years and which collectively sampled hundreds of secondary schools and thousands of students and teachers, are discouragingly similar.

Secondary schools in America are not good places to be. They are not good for students, and they are not good for teachers. Students report that they do not learn, are not happy, and feel isolated and anonymous. Teachers report similar feelings: apathy, isolation, and a feeling that what they do has no impact on students and goes unnoticed by peers and administrators. Many secondary teachers are leaving the profession, even as their students drop out of the educational system before graduation. The climate in secondary schools seems ominous. Given this view of the general context in which special education is provided, it is no wonder that many handicapped students are not managing well.

In response to the alert sounded by the various studies of secondary schools, efforts have been made to implement several educational reforms. Most germane to this chapter are two sets of reforms: those designed to make the high school experience more rigorous academically and those designed to make schools more accountable to the general public. Examples of each are described here, along with a discussion of their implications for the secondary education of handicapped students.

Making High School More Rigorous

Minimum Competency Testing. A growing trend in secondary education is to require that students pass a minimum competency test (MCT) as a requirement for graduation from high school with a standard diploma (Pullin, 1980). Practices vary from state to state, but in some instances MCT scores are also used to determine grade promotion and eligibility for remedial services. Minimum compe-

tency testing is not new, although its increased use is one of the ways in which secondary public education has responded to national concerns about performance levels of nonhandicapped students. In the implementation of minimum competency testing programs, however, considerations for handicapped students have often been overlooked (Chandler, 1982).

At issue is whether or not handicapped students, particularly those who attend mainstream classes, should be required to take a minimum competency test in order to receive a standard high school diploma. Many special educators believe that handicapped students who complete their educational programs as outlined in their individualized education programs (IEP's) should receive a standard high school diploma (Cohen, Safran, & Polloway, 1980). Others, particularly mainstream educators, school administrators, and the general public, have called for providing testing modifications and special diplomas of high school attendance in place of a standard diploma for handicapped (or nonhandicapped) students who cannot pass the test. Nationally, practices vary from those in North Carolina, where all but moderately and severely handicapped students are required to take the test, to Pennsylvania, where local school district officials can exempt handicapped students from any participation at all.

The fundamental conflict between minimum competency testing and the educational rights established for handicapped students under Public Law 94–142 is that while the latter guarantees an individualized education program, a standard competency test is based on an established set of performance objectives and criteria. The issues are (a) whether the educational needs of handicapped students can be met if there is pressure to prepare them for a required test (for which they may not be capable of preparation); and (b) whether handicapped students who achieve performance criteria as developed for their IEP's should be awarded a standard high school diploma without participating in a minimum competency testing program.

One suggested resolution to this conflict is to determine on an individual basis whether or not a handicapped student should participate in minimum competency testing. The IEP team would determine the objectives that the student must meet to obtain a standard high school diploma, regardless of participation in MCT (Ewing & Smith, 1981). The argument that such practices discriminate against nonhandicapped students may persist; it prevails among those who still resist special education. However, some clarification of the problem is imperative and a stand must be taken on preferred practices so that this issue does not become one more deterrent to high school graduation for handicapped students.

Increased Academic Course Requirements. The National Commission on Excellence in Education (1983) reported that the secondary school curriculum would be strengthened by requiring 4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and 1 semester of computer science for high school graduation. Many states have adopted these recommendations, and for many secondary students the result is a shift to a more academic program than had formerly been required. Handicapped students whose IEP's prescribe a modified special education curriculum may or may not be affected by these changes; that depends on district policies. The message, however, is clear: secondary schools are becoming places where the norm is a traditional academic focus. Alternatives for students who cannot cope under the new requirements are still being developed. As with minimum competency testing, the issue yet to be addressed is what kind of diploma to award to handicapped students.

Making Schools More Accountable

District-Wide Testing Programs. There is enormous pressure on secondary schools to demonstrate that their students are learning and that the rate, quantity, and quality of learning is improving. The measure of this accomplishment is a standardized achievement test, given yearly, so that teachers, parents, students, and administrators can see how well the students perform relative to national norms. Such test results are also used as a basis for analyzing the year-to-year growth of individual students.

This gives rise to a phenomenon that has major implications for handicapped students, most notably with regard to mainstreaming. If regular education teachers feel pressured to raise the achievement scores of their students, their tolerance for hard-to-teach students will be low. One anticipated outcome might be an increase in referrals of hard-to-teach students to special education, as well as resistance to integrating or reintegrating handicapped students into regular classes. It seems likely that the emphasis on teacher accountability for student achievement, as measured by standardized achievement test scores, will do little to promote the cause of mainstreaming handicapped learners into academic subjects (Post & Roy, 1985). The students most affected by this trend are those who are mildly handicapped, in particular students labeled as learning disabled (LD). Typically, at the secondary level, LD students receive their special education—remediation in basic reading and/or math skills—in a resource room for one or two periods per day (Lerner, 1985). For their academic subjects, they are assigned to mainstream classes.

However, as standards become more stringent and the academic curriculum becomes more test-oriented, students with learning problems will have more difficulty managing in mainstream classes. As a result, instead of being assigned to mainstream teachers for instruction in academic subjects such as science and social studies, learning disabled and other mildly handicapped students for whom the resource programs were designed will find themselves spending increasing amounts of time in classes staffed by special education teachers.

Another question then arises: Is the training background of today's secondary special education teachers such that they can teach content commensurate with the academic curricula in regular education courses? Traditionally, secondary special education teachers have not been content area experts (Goodman, 1978; Miller, Sabatino, & Larsen, 1980). If special educators whose expertise is remedial instruction are now responsible for teaching content area subjects to mildly handicapped students, there are important implications for teacher inservice and preservice programs. While the subject of this chapter is an overview of public secondary education for all handicapped students, it is important to remember that by far the largest percentage of handicapped students served in public schools are mildly handicapped learners (*Ninth Annual Report to Congress,* 1987). The questions of who should and can teach them academic subjects must be answered. The current practice of placing this responsibility on secondary special educators must be monitored carefully so that these students are provided with appropriate content instruction.

A recent review of teacher preparation programs showed that only 14 states require special certification for secondary special educators (Bursuck & Epstein, 1986). Although this number is small, the probability is that it will increase. If the trend in secondary schools is for special educators to assume greater responsibility for their students' academic programs—extending their students' knowledge base as well as their basic skills—then these teachers must have sufficient preparation for the task.

The reforms that are being implemented in secondary schools today are intended to raise expectations and increase quality. These goals are seen as appropriate for all students. The danger for handicapped students and other atypical learners is that they may get lost in what Powell (1985) has described as a battle between "the armies of equity and of excellence" (p. 255). It is as important now as it ever has been for advocates of secondary public education for handicapped students to ensure that, in the name of "school improvement," a nation at risk does not undo the progress of Public Law 94–142 and turn its "at-risk" handicapped youth into pariahs in the pursuit of excellence.

PROGRAM TRENDS IN SECONDARY SPECIAL EDUCATION

The majority of handicapped students now attending secondary public schools are considered mildly handicapped. They include students labeled as educable mentally retarded (EMR), emotionally disturbed (ED), and learning disabled (LD). They usually spend more than 50% of their time in classes with nonhandicapped students. A much smaller, although growing number of more severely handicapped students also attend secondary public schools. Actually, they are only mainstreamed physically (Reynolds & Birch, 1982). They attend programs in the same schools as nonhandicapped students, but their needs require a more functional curriculum than that of most secondary students, so they spend a very small percentage of their time in mainstream classrooms.

The overview of secondary schools given earlier in this chapter is distressing, and it leads to questions about what kind of education handicapped students are receiving in such environments. There are, however, some interesting "bright spots." A review of secondary school literature, program offerings of professional conferences, and personal experiences with secondary school programs reveals some prominent practices that are worth noting. This section will focus on secondary education program trends that have been selected because of either their novelty, their prevalence, or their effectiveness in addressing the needs of handicapped secondary students.

Learning Strategies

There has been a shift in secondary programs for students with mild handicaps from an emphasis on basic skill instruction to a focus on strategy training. Whether the content is academic or social, special educators are emphasizing that secondary students can and should be more actively involved in their learning (Wiens, 1983) and that they must be prepared to respond appropriately to the demands of the mainstream setting. One way to accomplish this is to teach them *how* to learn.

Alley and Deshler (1979) defined learning strategies as "techniques, principles, or rules which enable a student to learn, solve problems, and to complete tasks independently" (p. 13). The current learning strategies approach to instruction began with the work of these two investigators, who found that it was very effective with learning disabled adolescents. The goal of the approach, now developed into the Strategies Intervention Model (SIM), is to teach strategies that "will facilitate the acquisition, organization, storage, and retrieval of information" (Alley & Deshler, 1979, p. 8). This

model differs from the traditional basic skills approach, which is an extension of elementary remediation programs.

The theoretical basis for the Strategies Intervention Model is cognitive psychology and its application through the use of cognitive behavior modification techniques. For example, students who need to increase their reading comprehension skills are taught a system of self-questioning and self-monitoring to use as they manage print (Wong & Jones, 1982). The emphasis in this model is on "learning to learn"—developing systems for learning both skills and content that will generalize across settings and tasks. Thus, if students are taught a strategy for getting facts from a chapter in a social studies text, they should be able to use that strategy to master the facts in chapters from other texts on a similar reading level.

The Strategies Intervention Model makes use of the following techniques of cognitive behavior modification:

1. *Self-control training*. An essential component of this model is teaching students to think before they answer. This affords them the opportunity to be more reflective and therefore more likely to remember to use a strategic approach to a given task.
2. *Self-questioning*. Students are taught to ask themselves questions about the procedure they are using to work through a given task. Self-questioning may also be used by students as a check for understanding what they are reading or finding answers to specific comprehension questions.
3. *Error monitoring*. Students are taught to scan their written work for errors. They sometimes practice with peers' work as well as their own as they learn to detect errors.
4. *Verbal rehearsal*. Students are taught to talk to themselves as they engage in a task, either verbalizing what they are doing as they do it, cueing themselves, or reinforcing themselves for their work.
5. *Organization strategies*. Instruction on how to organize, cluster, or "chunk" information is emphasized to help students remember what they are being taught.
6. *Memory strategies*. Students are taught mnemonics to help them remember the steps they need to go through in order to complete a given strategy.

An instructional procedure has also been developed by Deshler and his colleagues that consists of specific, carefully sequenced steps (Schumaker, Deshler, Alley, & Warner, 1983). This same procedure is used regardless of the strategy being taught. The steps are as follows:

Step 1: Test to determine the student's current learning and obtain the student's commitment to learn.
Step 2: Describe the new learning strategy.
Step 3: Model the new strategy for the student.
Step 4: Teach the student to verbally rehearse the new strategy.
Step 5: Guide the student to practice with controlled materials.
Step 6: Guide the student to practice with classroom materials.
Step 7: Posttest and obtain the student's commitment to generalize.
Step 8: Provide opportunities for generalization and reinforcement.

Of all the approaches recommended for use with mildly handicapped adolescents, the learning strategies approach has by far the greatest research support. Not only does it appear to be effective with large numbers of secondary students, but it also is popular with their teachers (Brownlee, 1986). Further research is certainly warranted, but it appears that of the many approaches to instruction in basic skill or content areas, strategy training is the most successful.

The work of Alley and Deshler began with secondary-age learning disabled students, but applications of this approach to more cognitively handicapped students are beginning to be developed (Leahy, Balla, & Zigler, 1982). Students who are mildly retarded may need a curriculum focusing on functional academics. In math, this might include units of study on using money, balancing a checkbook, filling out tax forms, consumer skills, unit pricing, and budgeting. English class would include using the newspaper, reading advertisements, writing letters for job applications, and filling out various forms. The curricular emphasis is on survival in today's world and preparation for post-secondary-school life. Regardless of the content, the learning strategies approach should be considered because of its effectiveness. Once skills and strategies—especially problem-solving skills—are learned, mildly retarded students are in a stronger position to profit from work-study programs, which have become increasingly popular for secondary-level mildly handicapped students. Sharpes (1976) has emphasized their importance for students whose post-secondary-school goal is to enter the world of work.

New Programs for Students with Moderate to Severe Handicaps

The trend toward deinstitutionalization has prompted school systems to create programs for more severely handicapped students. As these students have aged chronologically, secondary school programs have been developed to meet their needs.

The trends in programming for moderately and severely handicapped secondary students have moved in a direction similar to those described for students with milder handicaps. The common theme appears to be pragmatism. In program content, for example, there is an emphasis on preparation for work and general community survival skills (LaGreca, Stone, & Bell, 1983; Schalock, Harper, & Carver, 1981). In place of traditional programs that promoted crafts and recreation, the current trend is to train moderately to severely handicapped individuals in such areas as self-care, grooming, mobility, social skills, numeracy, and housekeeping (Bates, Renzaglia, & Wehman, 1981). As with curricular trends for mildly handicapped students, the emphasis is on functionality (Hallahan & Kauffman, 1986).

The method of instruction for severely handicapped students—who, prior to Public Law 94–142, were usually institutionalized and written off by society as totally uneducable—is the systematic and intensive use of behavior modification procedures to teach a functional curriculum. There is abundant empirical support for this approach. Severely handicapped individuals may be trained to participate in sheltered workshops, community living arrangements, or activity centers, depending on their level of skill acquisition and their responsiveness to training (Brown et al., 1979). Research indicates that, with the use of behavior modification and close monitoring, program outcomes for these individuals have been successful (Schalock, Harper, & Carver, 1981). The next step will be to integrate the students and their programs more completely into the public school system.

Trends in Instructional Procedures

The teaching procedures used in traditional remediation have not yielded satisfactory results. In the absence of systematic research, it is difficult to know whether a traditional approach to teaching basic skills is being abandoned because it is ineffective with secondary students, or whether it is ineffective because it is not tailored to address the concerns of an older population. Some educators maintain that successful methods of basic skill instruction for adolescents have yet to be devised.

Regardless of the motivation, there is a definite trend toward using self-mediated and peer-mediated instructional approaches with secondary school handicapped students. Two approaches that are used most frequently are peer tutoring and self-monitoring (Jones, 1980; Trice & Parker, 1982).

In peer tutoring, a student who needs extra practice in a particular skill or subject area works, under teacher supervision, with a student who has mastered that skill. The benefits of this

arrangement have been widely acclaimed. Jenkins and Jenkins (1985) have expressed the belief that it promotes responsibility in both the tutor and tutee and that important variables such as individualized instruction and increased time on task are among its greatest advantages. They have also pointed out that the highly personal aspects of the program may address the sense of isolation and loneliness that investigators of secondary schools have reported (Goodlad, 1984).

Self-mediated procedures are also well received, and they enjoy growing empirical support (Jones, 1980). Questions remain as to the generalizability of these procedures, which have been used almost exclusively in special settings, but their use is gaining popularity in secondary school programs. The reasons are not clear, but it is interesting to speculate about what variables or sets of variables are critical to the success of these methods with secondary students. Is it that they are novel? After several years in remedial programs, adolescents may find traditional approaches repetitious and boring. Another explanation is that with these approaches the student has more control over implementation. For example, in self-monitoring, the student may silently ask a series of questions while proceeding with an assigned task. The student is usually in control of the pacing and may be responsible for recording performance results. This technique requires the student to be active in decision-making, a feature that is likely to be important to adolescents (Atwater, 1983).

Other procedures, such as group contingency behavior management systems and group goal-setting, may derive their success at least in part from novelty as well as their appeal to adolescent responsiveness to peer responses over adult responses (Jones, 1980). Regardless of the reason, these teaching procedures constitute a distinct move away from traditional teacher-directed remedial approaches and characterize the programming for increasing numbers of handicapped students in public secondary schools.

Vocational Education

Vocational education was the first program option designed for secondary school handicapped students (D'Alonzo, 1983). Secondary schools have almost always assumed that most handicapped students are unable to function in an academic curriculum (either college preparatory or general); thus it is not unusual to find vocational preparation programs designed for handicapped students.

Both the viewpoint and the practice are now being questioned. First, with the enrollment of secondary-level mildly handicapped students (especially those who are learning disabled) growing substantially, it is evident that traditional vocational programs

that were developed originally for more seriously handicapped students are not appropriate to meet the needs of other, less handicapped students. Second, the advent of highly-technical vocational units (Cobb & Larkin, 1985) makes possible a means of integrating more severely handicapped individuals into public secondary schools. The current vocational services for handicapped adolescents may be appropriate for some students, but the handicapped populations now attending secondary school are so diverse that these programs are not adequate for all of them.

The enactment of the Carl Perkins Act of 1984 has provided an impetus for secondary schools to develop vocational assessment procedures and program options so that handicapped students can systematically be provided access to the most appropriate vocational education available, including regular mainstream vocational programs.

Cobb and Larkin (1985) have outlined a procedure for vocational assessment and decision-making for use with handicapped secondary students that is a significant move away from traditional vocational assessment procedures. Instead of vocational evaluation laboratories, where assessment is conducted by a vocational specialist, they advocate a team approach to vocational assessment and decision-making whereby special and regular educators work with the vocational specialist in assessment activities. These authors have described their approach as follows:

> We believe that in many school districts the vocational assessment needs of students and teachers alike may best be served by ... involving assessment staff more directly in classroom environments, their curricula, and development of classroom based performance samples directly related to those curricula .... [D]irect observation of student behavior should clearly occur in normalized environments where handicapped students interact with the regular curriculum .... (p. 12)

The trend has been for moderately and more severely handicapped secondary school students to participate almost exclusively in programs focusing on functional skills and vocational preparation. For mildly handicapped students, practices in vocational programming and assignments have been haphazard. With the enactment of the Perkins Act, the direction will shift to systematic vocational assessments along the lines suggested by Cobb and Larkin (1985). Mainstream vocational programs will have to be monitored and updated so that these programs can meet the needs of all students who enter them, handicapped and nonhandicapped alike.

Computer Technology

One of the most exciting and promising trends in the education of individuals with handicaps has been the use of computers as an instructional aid. Computer technology has become part of the educational system at all levels: from the use of district-wide information storage and processing for administration of educational programs to classroom instruction. The number of computers in schools skyrocketed in the early 1980's. Becker (1983) reported that a 1983 survey indicated that 77% of secondary schools had at least one microcomputer. As the cost of computers decreases, their use in schools will undoubtedly increase.

The educational potential of microcomputers seems obvious, particularly for handicapped individuals. Computer software can be programmed to meet individual needs with regard to important variables such as pacing, repetition, and the quantity and quality of the content itself. Instructional methods that are useful in most remedial instruction also characterize well-designed computer software. According to McCormick and Haring (1986) these variables include

1. Reduction of distraction and irrelevant stimuli.
2. Simplification and repetition of task directions.
3. Practice for "overlearning."
4. Modeling and demonstration.
5. Prompts and cues.
6. Instruction in small, manageable steps.
7. Immediate and frequent reinforcement and feedback. (pp. 49-50)

The computer has the additional advantage of addressing the adolescent's need for control and autonomy (Atwater, 1983). Thus, computer-assisted instruction can be a powerful instructional tool for a secondary special education teacher who is looking for ways to motivate "turned-off" youth or add novelty to remedial instruction.

Nevertheless, classroom use of microcomputers in secondary special education programs is not widespread. Although there is a slight trend toward wider and more creative use in classrooms, the practice is still minimal. Some factors that account for this are costs, lack of empirical support for efficacy (Stowitschek & Stowitschek, 1984), and lack of teacher preparation for operation and application. Thompson, Chaffin, and Maxwell (1985) reported that the ratio of microcomputers to pupils in 1985 was still only 1 to 85. They calculated that this translated into approximately 4 minutes a day per pupil.

It is worth mentioning that certain groups of handicapped students have profited more than others from the advances made in educational uses of microcomputers (McCormick & Haring, 1986; Taber, 1984). These initial applications are encouraging, and they lend hope that the trend with more severely handicapped and sensory handicapped individuals will eventually be noted in classes for students with mild to moderate handicaps.

One important application is the development of aids for individuals whose disabilities prohibit effective communication or mobility. Individuals with severe communication disorders, cognitive or physical handicaps, or combinations of such disorders have profited greatly from an array of sophisticated input devices that permit them to use communication boards. While a headpointer is the most common of these devices, others have been developed, including a brow-wrinkle switch, light-pointers, laser devices, breath switches, and foot switches (McCormick & Haring, 1986). Robotics and electronically controlled wheelchairs have assisted the mobility of physically handicapped individuals.

Students with sensory impairments are also able to increase their communication with the nonhandicapped world. Such innovations as the Optacon, which translates print into tactile letters, and VersaBraille, a computer that translates input into braille, have been developed for use by visually impaired individuals. Technological advances have also benefited individuals with hearing impairments. Electronic devices that can be implanted behind the ear have been designed to transmit impulses to the brain. The development of telecommunications networks has also constituted a breakthrough in communication for this typically isolated community.

These examples of technological advances for individuals with sensory impairments and physical handicaps have two broad implications for public schooling: (a) they bode well for the creative use of computer technology in the education of all students, nonhandicapped and handicapped alike; and (b) they make clear that communication and mobility are no longer the issues they once were in prohibiting the integration of more severely multiply-handicapped individuals into public secondary schools. These advances in technology help define the next steps in establishing public schools as the "least restrictive environment" for individuals with complicated handicaps.

The potential is exciting and imaginable! Realistically, however, there is a need for much more research on the efficacy of computer-assisted instruction, a greater financial commitment to computers as instructional vehicles, comprehensive training for teachers, and increased philosophical support before their use in classrooms becomes widespread. Indeed, several authors have

issued caveats to school districts that are contemplating large-scale purchases of hardware at this time (Hertz, 1985; Parker, 1985; Suppes & Fortune, 1985).

THE STUDENTS

The single most important fact about handicapped students in secondary schools today is their alarmingly high dropout rate. It is already a trend; it is becoming an issue; and it is a compelling impetus to examine critically all aspects of public secondary schooling for handicapped students.

Advocates for handicapped students saw their efforts rewarded with the enactment of Public Law 94-142. Today public secondary school programs for handicapped students abound; a decade ago there were almost none. Today the numbers and diversity of handicapped students in secondary schools are unprecedented; a decade ago only a very few mildly retarded and learning disabled students were in public secondary schools. Today one can review secondary special education programs and identify trends and issues within them. Unquestionably, secondary schools have come a long way in a relatively short period of time in providing services where none had existed before. But even as we congratulate ourselves on these achievements, the students for whom these rights were won, for whom programs were designed, for whom a place was made, are saying "No," and they are exiting the system even as the programs become established.

Recently a study of the learning disabled students who entered ninth grade in 1978 was conducted in a northeastern urban school district (Zigmond & Thornton, 1985). The investigators found that over 50% of this LD population had not completed high school. A follow-up of EMR students in the same school district for the same time period yielded an equally high dropout rate. The high school dropout problem is certainly not limited to handicapped students; a nondisabled control group from the same school district was reported to have a 32% dropout rate. However, the discrepancy in the dropout rates between the handicapped and nonhandicapped groups was significant. Study of the dropout rate of handicapped populations is a new area of research, and there are only a few such inquiries under way at present. But the consensus among researchers is that the high dropout rate of handicapped secondary school students (particularly those who are mildly handicapped) is a real and troubling trend.

Many educators speculate that there is a relationship between the secondary school reform movement (noted in the first section of this chapter) and the dropout rate (Natriello, McDill, & Pallas, 1985). The emphasis on increased academic achievement, higher

standards, and mandatory testing may prompt students who are inclined to drop out of school to do so more quickly, more decisively. Before advocates for handicapped students become embroiled in more advocacy campaigns—this time to keep students in school—it would make sense to reflect on current trends and issues and ask, "Why?" Why *are* the students leaving? Why *should* they stay in school? What does a high school diploma "buy" students? Does it matter whether the diploma certifies attendance or participation in a "real" academic program? What is happening in special education? Is it "special" enough? Can special educational interventions offset the depressed climate of the general school environment?

It may seem unfair to raise so many questions when educators are seeking solutions. But solutions at the classroom level are feasible now! Reviewing just a few trends in secondary programs for handicapped students indicates that there *is* technical and pedagogical know-how; there *are* novel, well-received, empirically sound methods for creating more literate, functional young adults. However, as noted at the opening of this chapter, special education does not exist in a vacuum. Perhaps special educators should have been involved in the plans for reform. Mainstreaming, a major outcome of Public Law 94-142, has already been implemented to a large degree at the student level. Recent events in secondary education, especially the high numbers of handicapped dropouts, may be dramatic enough and exasperating enough to prompt "mainstreaming" at the organizational levels where it is most important for it to occur—among the adult decision- and policy-makers of secondary schooling.

REFERENCES

Alley, G., & Deshler, D. (1979). *Teaching the learning disabled adolescent: Strategies and methods*. Denver: Love Publishing.

Atwater, E. (1983). *Adolescence*. Englewood Cliffs, NJ: Prentice-Hall.

Bates, P., Renzaglia, A., & Wehman, P. (1981). Characteristics of an appropriate education for severely and profoundly handicapped students. *Education and Training of the Mentally Retarded, 16*, 142–149.

Becker, H. J. (1983). How schools use microcomputers. *Classroom Computer Learning, 4*(2), 41–44.

Boyer, E. L. (1983). *High school*. New York: Harper & Row.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological-age-appropriate and functional curricular content for severely handicapped adolescents and young adults. *Journal of Special Education, 13*(1), 81–90.

Brownlee, J. (May 4, 1986). Personal communication.

Bursuck, W. D., & Epstein, M. H. (1986). A survey of training programs for

teachers of mildly handicapped adolescents. *Teacher Education and Special Education, 9*(1), 3–8.

Chandler, H. (1982). A question of competence. *Journal of Learning Disabilities, 15*, 436–438.

Cobb, R. B., & Larkin, D. (1985). Assessment and placement of handicapped pupils into secondary vocational education programs. *Focus on Exceptional Children, 17*(7), 1–16.

Cohen, S. B., Safran, J., & Polloway, E. (1980). Minimum competency testing: Implications for mildly handicapped students. *Education and Training of the Mentally Retarded, 15*, 250–255.

D'Alonzo, B. J. (1983). *Educating adolescents with learning and behavior problems*. Rockville, MD: Aspen Systems.

Ewing, N., & Smith, J. (1981). Minimum competency testing and the handicapped. *Exceptional Children, 47*, 523–524.

Goodlad, J. I. (1984). *A place called school*. New York: McGraw-Hill.

Goodman, L. (1978). Academics for handicapped students in our secondary schools—Where do we begin? In J. B. Jordan (Ed.), *Exceptional students in secondary schools* (pp. 60–77). Reston, VA: The Council for Exceptional Children.

Hallahan, D. P., & Kauffman, J. M. (1986). *Exceptional Children* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Hertz, K. V. (1985). Computers in schools—A runaway stagecoach? *NASSP Bulletin, 69*(480), 50–52.

Jenkins, J., & Jenkins, L. (1985). Peer tutoring in elementary and secondary programs. *Focus on Exceptional Children, 17*(6), 1–12.

Jones, V. F. (1980). *Adolescents with behavior problems: Strategies for teaching, counseling, and parent involvement*. (Abridged ed.). New York: Allyn and Bacon.

LaGreca, A. M., Stone, W. L., & Bell, C. R. III. (1983). Facilitating the vocational-interpersonal skills of mentally retarded individuals. *American Journal of Mental Deficiency, 88*, 270–278.

Leahy, R., Balla, D., & Zigler, E. (1982). Role taking, self-image and imitation in retarded and non-retarded individuals. *American Journal of Mental Deficiency, 86*, 372–379.

Lerner, J. W. (1985). *Learning disabilities* (4th ed.). Boston: Houghton Mifflin.

Lorber, M. A., & Pierce, W. D. (1983). *Objectives, methods, and evaluation for secondary teaching*. Englewood Cliffs, NJ: Prentice-Hall.

McCormick, L., & Haring, N. G. (1986). Technological applications for children with special needs. In N. Haring & L. McCormick (Eds.), *Exceptional children and youth*, 4th ed. (pp. 41–68). Columbus, OH: Charles E. Merrill.

Miller, S. R., Sabatino, D., & Larsen, R. P. (1980). Issues in the professional preparation of secondary school special education. *Exceptional Children, 46*, 344–350.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Department of Education.

Natriello, G., McDill, E. L., & Pallas, A. M. (1985). School reform and potential dropouts. *Educational Leadership, 43*(1), 11–14.

Ninth annual report to Congress on the implementation of the Education of the Handicapped Act. (1987). Washington, DC: U.S. Department of Education.

Parker, J. (1985). A five-step process to help educators decide how to use computers in schools. *NASSP Bulletin, 69*(480), 2–8.

Post, L., & Roy, W. (1985). Mainstreaming in secondary schools: How successful are plans to implement the concept? *NASSP Bulletin, 69*(480), 71–79.

Powell, A. G. (1985). Being unspecial in the shopping mall high school. *Phi Delta Kappan, 67*, 255–261.

Pullin, D. (1980). Mandated minimum competency testing: Its impact on handicapped adolescents. *Exceptional Education Quarterly, 1*(2), 107–115.

Reynolds, M., & Birch, J. (1982). *Teaching exceptional children in all America's schools.* Reston, VA: The Council for Exceptional Children.

Schalock, R. L., Harper, R. S., & Carver, G. (1981). Independent living placement: Five years later. *American Journal of Mental Deficiency, 86*, 170–177.

Schumaker, J. B., Deshler, D. D., Alley, G. R., & Warner, M. M. (1983). Toward the development of an intervention model for learning disabled adolescents. *Exceptional Education Quarterly, 4*(1). 45–74.

Sharpes, D. A. (1976). A developmental curriculum for the mildly retarded of intermediate and high school age. *Education and Training of the Mentally Retarded, 11*, 118–125.

Sizer, T. R. (1984). *Horace's compromise. The dilemma of the American high schools.* Boston: Houghton Mifflin.

Stowitschek, J. J., & Stowitschek, C. E. (1984). Once more with feeling: The absence of research on teacher use of microcomputers. *Exceptional Education Quarterly, 4*(4), 23–29.

Suppes, P., & Fortune, R. F. (1985). Computer-assisted instruction: Possibilities and problems. *NASSP Bulletin, 69*(480), 30–34.

Taber, F. M. (1984). The microcomputer—Its applicability to special education. In E. L. Meyen, G. A. Vergason, & R. J. Whelan (Eds.), *Promising practices for exceptional children: Curriculum implications* (pp. 459–480). Denver: Love Publishing.

Thompson, B., Chaffin, J., & Maxwell, B. (1985). Computer update. *Focus on Exceptional Children, 17*(7), 15.

Trice, A. D., & Parker, F. C. (1982). Teaching disruptive youth in the mainstream: II Beyond the basic strategy. In D. J. Safer (Ed.), *School programs for disruptive adolescents* (pp. 153–173). Baltimore: University Park Press.

Wiens, J. (1983). Metacognition and the adolescent passive learner. *Journal of Learning Disabilities, 16*, 144–149.

Wong, B., & Jones, W. (1982). Increasing metacomprehension in learning disabled and normally achieving students through self-questioning training. *Learning Disabilities Quarterly, 5*, 228–240.

Zigmond, N., & Thornton, H. (1985). Follow-up of postsecondary age learning disabled graduates and dropouts. *Learning Disabilities Research, 1*(1), 50–55.

3 / Characteristics of a Quality Program

Andrew S. Halpern

Other chapters of this book focus on current practices in secondary special education and major trends and issues that are likely to guide the development of the field during the next decade. This chapter provides both a conceptual framework and a method for identifying the strengths and weaknesses of existing programs. The proposed format is a set of standards that secondary special education programs can use in either a self-evaluation or a third-party evaluation approach. These standards are presented at the end of the chapter (pages 44–55) in the form of a rating instrument that can be duplicated and used by any interested parties.

The background information that led to the development of the proposed standards was derived in part from nearly 3 years of work in an ongoing project to improve the quality of secondary special education programs in Oregon. After a brief review of the project design, the components of a quality program will be identified by drawing upon the Oregon project outcomes as well as findings from other literature in the field.

DESIGN OF THE OREGON PROJECT

In January 1984, the Special Education Division of the Oregon Department of Education made a commitment to evaluate the current status of secondary special education throughout the state of Oregon. In order to ensure a representative picture of these programs, three groups of people were included in the study: district administrators with responsibility for special education services at the secondary level; special education teachers who were assigned to the high schools; and parents of high school students with disabilities who were participating in a special education program. Three general questions guided the development of the questionnaire sent to these participants:

1. What is the current status of special education programs in Oregon at the secondary level?
2. What gaps presently exist in program offerings?
3. What areas are in greatest need of improvement?

Once items were properly field tested and revised, a separate questionnaire was developed for each group of participants. The entire population of administrators (N = 157) and teachers (N = 411) and a stratified 7% random sample of parents (N = 677) received questionnaires. The return rate was 91% for administrators, 89% for teachers, and 45% for parents. As Table 1 shows, these returns were closely representative of the counties and school districts throughout Oregon. The findings from this study have been presented elsewhere (Benz & Halpern, 1986; Benz & Halpern, 1987; Halpern & Benz, in press.) In brief, the study identified four major areas of concern: curriculum and instruction, coordination, transition, and documentation. These areas provide a conceptual structure for (a) identifying issues of major concern and (b) guiding the articulation of possible program standards.

CURRICULUM AND INSTRUCTION

The content of instruction, the relative emphasis among content areas, the approaches to instruction, and social integration were among the major areas of concern that emerged from the study. These concerns are also reflected widely in the literature on secondary special education.

Content of Instruction

Over the years, four domains have emerged as the desired pillars of instruction in secondary special education. They include academic, vocational, independent living, and social/interpersonal knowledge and skills (Brolin, 1983; Kokaska & Brolin, 1985). Although there is little argument about the importance of all four areas in a balanced curriculum, the results from the Oregon study indicated an undesirable discrepancy between availability and use of instructional opportunities in these four areas.

This discrepancy emerged from a comparison of the findings reported by teachers and parents. Teachers often reported a greater availability of curricular opportunities than parents reported as actually being used. Some of this reported discrepancy is appropriate, since every student does not require access to every instructional opportunity, and since teachers reported availability at the classroom level whereas parents reported actual use in terms of their particular child. However, several of the discrepancies were

TABLE 1

Percentage of Counties and School Districts Represented in the Obtained Sample

Subject Groups	*County Percentage*	*District Percentage*
Administrators	92	91
Teachers	97	93
Parents	83	64

quite large. For example, 95% of the teachers reported availability of vocational training opportunities, but only 45% of the parents reported that their children had taken advantage of such opportunities. This strongly suggests that either opportunities are being missed by many students or parents are unaware of what their children are doing in school.

Relative Emphasis Among Content Areas

If the discrepancies between availability and use are at least partially a consequence of missed opportunities, the question of how to obtain an appropriate match between student needs and curricular offerings must be addressed. The difficulty in achieving such a match is often exacerbated by ambiguity concerning the appropriate objectives to be incorporated into a given student's program. Such ambiguity is clearly illustrated in the following comments by four parents who participated in the Oregon study:

> Two of my daughters have graduated and have families of their own. When they were in high school they struggled with biology and learning how to read weather maps [and spent] many hours in other classes dwelling on subjects which are of no practical use unless a student is planning on becoming a doctor, biologist, etc. After graduation, *I* had to teach them how to balance a checkbook, set up a budget, etc.

> I would like to see more emphasis placed on survival skills. Why should children be made to struggle for years on division when they can be taught to use a calculator to solve these problems?

> I feel if we [got] back to the basics with the three R's and the students [brought] home more studies, the learning process would be more successful.
>
> My son's teachers have been more interested in developing his social skills, pushing him to drive, go to dances, participate in sports, date, etc., [than in] working on academics, language arts, reading, and speech, which I feel are more important and more the school's province.

The issue of program balance raised by the contrasting viewpoints of these parents is relevant primarily to students with mild disabilities, particularly those with learning disabilities. For some students, it will be possible to achieve complete integration into the regular academic curriculum, with the goal of earning a regular diploma and passing the school district or state minimum competency examinations. To assist students in reaching this goal, some excellent curriculum materials have been developed by Donald Deshler and his associates to help students develop strategies for learning (Alley & Deshler, 1979; Deshler, Warner, Schumaker, Alley, & Clark, 1984). Nevertheless, many students will be able to participate only in a portion of the regular curriculum and will require an alternative curriculum to complete their educational programs. For these students, there must be a well-developed array of special education opportunities in a variety of content areas, including remedial academics, vocational preparation, independent living skills, and social/interpersonal skills. Furthermore, the curriculum materials in these areas must be age-appropriate in their content and design. Fortunately, some good materials have been developed that meet these criteria (e.g., Brolin, 1983; Chew & Sobehart, 1982; Foss, 1986; Hoellein, 1979; Horner, Meyer & Fredericks, 1986; Irvin, Halpern, & Becklund, 1981; Kokaska & Brolin, 1985; Taylor, Benz, Close & Wilson, 1984; Tindall, 1980; Wilcox & Bellamy, 1982).

Approaches to Instruction

Although most instruction for all students, including those with disabilities, occurs within the confines of a traditional school setting, the expansion of curriculum offerings into nonacademic content areas has created a need for "community-based instruction" (Falvey, 1985). In other words, when vocational and/or independent living skills are the focus of instruction, it may be necessary to teach them in the natural environments in which they will be used to perform some relevant activity. When such skills are taught in the classroom, there is reason to expect that they may not be generalized to the appropriate relevant environments (Stokes & Baer, 1977).

There are other issues that emerge when we consider different approaches to instruction for students with disabilities. When is it best to employ a "direct-instruction" approach as opposed to a "discovery" or "problem-solving" approach? When is it best to teach general skills as opposed to skills in performing specific activities? When is it best to teach "learning strategies" as opposed to remedial academics and tutoring, or both, in a specific content area? Questions such as these can be answered only if systematic evaluation procedures are built in to the management of instructional programs.

Social Integration

There is another aspect of school programming that is important for all students with disabilities but particularly for those with severe disabilities. The issue is social integration—a question of how to facilitate appropriate interactions between students with and without disabilities in the general school environment, if not in the classroom. The intent is to avoid social isolation of students with disabilities and break down the social barriers that often create such isolation.

Implications for Setting Standards

These various issues and concerns pertaining to curriculum and instruction suggest several components that should be represented in any high-quality secondary special education program. They include:

- Student access to all instructional programs.
- Placement of students in all relevant instructional programs.
- Use of community-based instruction, when appropriate.
- Inclusion of actual job experience as a component of vocational training.
- Active parental involvement in decisions concerning instructional placement of their child.
- Systematic instruction pertaining to the maintenance and generalization of newly learned skills.
- Use of age-appropriate curriculum materials.
- Evaluation of instructional programs in terms of student learning outcomes.
- Social integration of students into the entire school environment.

These components are reflected in the proposed standards presented at the end of this chapter.

COORDINATION

Coordination of educational services within the school environment is a second issue that emerged strongly from the Oregon study. This issue embraces two major concerns: coordination between special and regular education and coordination between special and vocational education. Both of these concerns stemmed from the awareness that lack of coordination was a common condition in many schools and that it had negative consequences for students with disabilities.

Coordination Between Special and Regular Education

Teachers in the Oregon study identified three primary barriers to mainstreaming students with disabilities into the regular academic curriculum: (a) students with disabilities do not have the prerequisite entry skills needed to benefit from regular content area instruction; (b) regular education teachers do not have the skills to modify their instructional procedures to accommodate students with disabilities; and (c) regular education teachers do not want to teach students with disabilities. This last point is illustrated by the following comments from a teacher and a parent:

> A major obstacle in providing mainstream services is resistance by regular classroom teachers. How do we overcome the attitude of these teachers that special education students do not belong in their classes? The greatest help the Oregon Department of Education could provide, from my point of view, would be to require mainstream teachers to take classes on integrating handicapped students into their classes. (Teacher comment)

> I feel he should have been served primarily by regular teachers in the regular program. Unfortunately, I found regular teachers generally unable or unwilling to alter their strategies in order for him to succeed. (Parent comment)

The first barrier to mainstreaming—the problem of enhancing learner skills to the point where she or he can benefit from regular instruction—has traditionally been addressed through content area tutoring provided by the resource room teacher in the student's areas of difficulty. This approach is both inefficient and time-consuming, since it places the responsibility for remediation almost entirely on the teacher, with little likelihood that skills learned by the student for one class will generalize to another (Stokes & Baer, 1977). The alternative approach developed by Deshler and associates (Alley & Deshler, 1979; Deshler et al., 1984) focuses on learning strategies rather than on any specific content. The strategies deal

with the *acquisition* of knowledge (e.g., word identification and paraphrasing), the *storage* of knowledge (e.g., listening and note taking), and the *expression* of knowledge (e.g., sentence writing and error monitoring). Primarily developed for use with learning disabled adolescents, these strategies enhance students' likelihood of benefiting from regular academic instruction across content areas.

This approach to enhancing student skills also has implications for overcoming the second barrier—modifying the instructional approaches of regular education teachers in order to facilitate the integration of students with disabilities into their classrooms. For example, if a student has learned to discriminate between major and minor points while taking notes, this strategy can be enhanced by a teacher who provides advanced organizers that identify major themes at appropriate points in a lecture. Regular education teachers should be responsive to this type of instructional modification since its implementation could be beneficial to all students, handicapped and nonhandicapped alike.

The third problem identified by the Oregon study, the presence of "negative attitudes," has also been addressed extensively in the research literature (Donaldson, 1980). In addition to providing evidence that the commonly used techniques of providing information and group discussion are usually ineffective, Donaldson identified two techniques that often have been successful in changing attitudes toward people with disabilities. One technique is structured direct interactions with a *competent* person who has a disability; the other is simulated experience in which the person without a disability pretends to have one and then observes reactions in the community. Both of these techniques provide an experiential basis for discovering that "disability" need not be translated into "devaluation."

Values, however, are not the sole cause of negative attitudes. The problem must also be examined from the perspective of the existing responsibilities of the regular education teacher. Many such teachers have a work load of five or six classes per day and serve between 150 and 200 students. Requests to participate in the education of students with disabilities are often conveyed as an addition to existing responsibilities. Within this context, we need to ask ourselves what incentives can be offered to regular education teachers to entice them to want to participate in special education. Unless we can begin to understand the problem from their point of view and find solutions that are not burdensome, there is no reason to expect a favorable change in attitude.

Coordination Between Special and Vocational Education

A second major concern about coordination that was identified by the Oregon study had to do with the interface between special and vocational education. Although some of the issues were similar to those pertaining to coordination with regular academic education, the problems were sufficiently distinct to warrant separate discussion. These problems can be clustered within three main areas: overcoming barriers to participation in vocational education for students with disabilities; increasing the array of job opportunities for students with disabilities; and enhancing collaboration between special and vocational education teachers. Such concerns are illustrated by the following comments from three teachers:

> The biggest problem is availability of vocational education to handicapped students. Although lip service is given to their involvement, my experience has been that they have effectively been denied access.

> All students complete a career education component over 4 years to graduate, but the program is poorly conceived and difficult to administer. It does *not* meet the needs of my students.

> My class is 90% involved in the work study program both in school and throughout the community in work experience. I have seen more growth, in all aspects of human development, in the last 6 months than in the last 2 years without this program. Work experience is the only way!

Overcoming Barriers to Participation. In the Oregon study, only two-thirds of the teachers reported availability of vocational education classes for students with disabilities, fewer than half reported availability of work experience opportunities, and the utilization rates reported by parents were substantially lower than the availability rates reported by teachers. The main barrier reported was a belief that students with disabilities did not possess the necessary prerequisite skills for participation in vocational education programs. This is identical to a major barrier identified in the analysis of relationships between special and regular academic education. While the learning strategies approach may be helpful for resolving this problem in vocational education as well as regular education, the infusion of a competency-based approach to vocational education is another tactic worthy of consideration (Benz & Halpern, 1986; Brannon, Day, & Maley, 1978; Meers, 1980). The skills required to perform different jobs are often very different from one another. A competency-based approach to instruction should help to pinpoint students' specific strengths and weaknesses with regard to job skills while it also dispels inappropri-

ate beliefs about the general incompetency of people with disabilities.

Increasing Job Opportunities. The Oregon study found that most students with disabilities who received vocational education were being trained for benchwork jobs, clerical and sales positions, or service occupations. This outcome is similar to the findings from other, comparable studies (Ballantyne, McGee, Patton, & Cohen, 1984). In some ways this is comforting, since labor projections indicate that jobs will be available in these three categories in the future (United States Department of Labor, 1983). On the other hand, if we continue to provide training for students with disabilities almost exclusively in these three areas, we will artificially restrict participation in a full range of opportunities and thereby contribute to the stereotype of limited vocational potential for people with disabilities. A well-designed program should provide a wide array of opportunities for all students.

Enhancing Procedures for Collaboration. One of the more striking findings from the Oregon study was that school systems frequently failed to designate anyone to assume responsibility for coordinating the collaborative efforts between special and vocational education. Moreover, there was frequent disagreement between teachers and administrators about who was responsible for coordination. Administrators tended to place this responsibility upon special education teachers, while the teachers tended to view this role as essentially unassigned.

This lack of coordination is apparently a major problem. Other studies have shown that when such coordination does exist there is greater likelihood that vocational objectives will be included in students' IEP's, that students will participate actively in the regular vocational education program, and that students will participate in a work experience program (Ballantyne et al., 1984; California Department of Education, 1984; Cox, Frank, Hocutt, & Kuligowski, 1984; Wright, Padella, & Cooperstein, 1981). It also appears that drawing up formal administrative agreements and providing appropriate inservice training to teachers are among the more effective approaches that can be used to facilitate coordination and collaboration.

Implications for Setting Standards

These various issues and concerns pertaining to program coordination suggest several components that should be represented in any program of high quality. They include the following:

- Opportunity for students to learn prerequisite skills for entering regular school programs.

- Assistance for regular classroom teachers to adapt their instruction to meet the needs of students with disabilities.
- Procedures for recognizing and changing negative attitudes of regular classroom teachers toward students with disabilities.
- Clear designation of someone to coordinate instructional programs between special and regular education.
- Documentation of collaboration between special and regular education through formal written agreements.
- Procedures for evaluating program coordination efforts.
- Active parent involvement in program coordination efforts.

These components are reflected in the proposed standards presented at the end of this chapter.

TRANSITION

A third major area of concern identified by the Oregon study had to do with the transition of students from school into adult life. This concern has also attracted strong national interest since its identification as a major priority by the Office of Special Education and Rehabilitative Services (OSERS) (Will, 1984). Four main problem areas were identified: the limited focus of current transition goals; the lack of assigned responsibility for coordinating transition services; the need for greater parent involvement; and the need for follow-up and follow-along studies. Some of these problem areas are illustrated by the following comments from a parent and a school administrator:

> I am very concerned about the present push for "excellence," which is stressing increased pressure for college as being the ultimate goal after high school. I see it as a "put down" to those who are either unable or not wanting to go to college. As a result of increased academic requirements, the vocational-type programs are being cut. These meet the needs of a lot of students who are not college-bound. John Gardner said that if society respects the philosophers, but not the plumbers, then neither the philosophy nor the pipes will hold water. (Parent comments)

> The transition can only be effective if there is an appropriate place for the student to go. The services of vocational rehabilitation and mental health are very minimal at this time. The waiting list for placement can be up to 2 years. (Administrator comments)

Limited Focus of Transition Goals

The OSERS policy on transition identifies employment as the *only* goal of the transition process. The choice of employment as *one* goal

is certainly understandable in light of consistent research findings over the years that show severe unemployment and underemployment for people with disabilities (Edgar, 1985, 1987; Halpern, 1973; Hasazi, Gordon, & Roe, 1985; Will, 1984). Findings from the Oregon study were similarly disappointing, indicating that only one-third of this sample exited from school into competitive employment. The issue, therefore, is not whether to include employment as a goal of transition, but whether it should be stipulated as the *only* goal. There are arguments on both sides of this question. In favor of retaining the current policy, it can be claimed that the employment problem is so severe that it warrants stipulation as a sole focus of attention. Since the availability of federal funds to support adult transition services is limited, it can also be argued that the focusing of these funds on a single target is more likely to be efficient and effective than diluting their impact over several areas of endeavor. Furthermore, employment imparts several important benefits both to the person employed and to society as a whole, often summarized as "making taxpayers out of tax consumers." Finally, it can be argued that employment is a clearly measurable outcome, whereas other suggested outcomes have often been found difficult to measure.

As persuasive as these arguments might seem, they are counterbalanced by even more persuasive ones that favor the articulation and adoption of multiple-outcome goals (Parmenter, in press). A review of such goals from the perspective of disabled people themselves, as well as professionals in the field, indicates at least two dimensions in addition to employment that are highly valued: an attractive residential environment and a satisfying network of social relationships (Halpern, 1985; Halpern, Nave, Close, & Nelson, 1986). The quality of social relationships, in fact, has often been viewed as the most important dimension of all (Landesman-Dwyer & Berkson, 1984; O'Connor, 1983). In addition to those transition goals that represent societal values such as working hard and earning a living, we should also consider the personal satisfaction of people with disabilities with their own quality of life as an important dimension of community adjustment and a goal of transition (Halpern, Close, & Nelson, 1986; Landesman, 1986).

There is much evidence to suggest that focusing on employment as the singular goal of transition will lead to unacceptable consequences. The findings from more than 50 years of research suggest that people with mild disabilities lose their jobs more often because of a lack of social skills, than because of an inability to work productively (Bae, 1968; Foss & Bostwick, 1981; Foss, Bullis, & Vilhauer, 1984; Greenspan & Shoultz, 1981; Halpern et al., 1986; Niziol & DeBlassie, 1972). Research has also shown little relationship between employment, residential quality, and the quality of

social and interpersonal networks (Halpern, Nave, Close, & Nelson, 1986), which implies that success along one dimension of community adjustment will not automatically be accompanied by success along the other dimensions. Moreover, research indicates that client satisfaction tends to be unrelated to employment, whereas it is positively related to the other two dimensions of community adjustment. Considering the weight of evidence on both sides of the issue, it seems apparent that multidimensional goals of transition are desirable and should include at least residential environment, social networks, and client satisfaction in addition to employment.

Responsibility for Coordinating Services

Just as lack of coordination among school-based programs was found to be a problem, findings from the Oregon project showed that coordination was often lacking between schools and adult service agencies that either are or should be involved in the transition process. To some extent the problem was attitudinal, in that one-third of the administrators believed that it was not even important for schools to assume any responsibility in the area of transition. There were also some communication problems, however, since teachers and administrators had very different perceptions concerning who within the schools was actually responsible for coordinating transition services.

The Oregon project also found that 15% of the school districts had no regular contact at all with any adult service agencies, such as vocational rehabilitation or mental health agencies, and only 6% of the districts had formal cooperative agreements with such agencies. This is an especially interesting finding in light of the fact that formal cooperative agreements were very popular and prevalent during the 1970's (Halpern, 1974). Although these agreements presented certain problems that interfered with their effective administration (Halpern, 1974), it appears that there is a strong need to reinstitute the basic concept of a formal agreement and correct for problems that were identified in previous models.

Need for Parent Involvement

Although parent involvement is legally required as a component of the IEP process, the desirable level of such involvement is at issue. The need for parent involvement derives from the likelihood that parent expectations and activity will have a significant impact on the kinds of opportunities made available to their children. It is also likely that their children will experience one or more transitions between postschool environments that are as important as, or more important than, the transition from school to the first postschool

environment. Many parents are likely to serve as "case managers" for their children in these postschool transitions.

The need for parent involvement is apparently not matched by its prevalence. In the Oregon study, only 13% of the teachers reported that they were very satisfied with existing levels of parent involvement, and 57% of the parents reported that they saw their child's teacher only once a term or less. In order to make improvements in this area, answers must be found to the following questions:

1. How can parents become motivated to want to participate in their child's education?
2. What kinds of interactions will be sufficiently rewarding to both parents and teachers so that they will want to develop and maintain a collaborative relationship?
3. How should teachers behave when they think that parents are interfering with their child's education?
4. How should parents behave when they think that teachers do not care about their input and involvement?

Need for Studies of Postschool Adjustment

Without implementation of follow-up and follow-along studies, there is no good way of evaluating the impact of programs. Although some investigations of this kind have been made recently (Edgar, 1985; Hasazi et al., 1985), it is typically difficult to secure support for this purpose, especially since the lines of responsibility for doing such studies are not always clear and funds are difficult to obtain. In the Oregon study, nearly two-thirds of the respondents collected no follow-up information of any kind, and, of those who did, only 15% used it in a formal, systematic way. There is obviously room for much improvement in this area of inquiry.

Implications for Setting Standards

The various issues and concerns pertaining to transition suggest several components that should be represented in any program of high quality. They include the following:

- Incorporation of a full range of transition objectives into the secondary school planning process.
- Clear designation of someone to coordinate transition-related programs and services.
- Documentation of collaboration between special education and adult service agencies through formal written agreements.

- Procedures for evaluating the impact of transition programs and services.
- Active parent involvement in both planning and implementing transition programs and services.

These components are reflected in the proposed standards presented at the end of this chapter.

DOCUMENTATION OF EFFORTS AND ACCOMPLISHMENTS

The fourth problem area to emerge from the Oregon study was concerned with current efforts at documentation. This concern encompassed efforts to document the planning process as well as documentation of school outcomes as reflected in the awarding of diplomas. The concern about diplomas is illustrated in the following two comments by teachers:

> Graduating students on socially accepted "regular diplomas" is more of a destruction than a help—then they enter society with a piece of paper and no skills or real helpful knowledge. Mainstreaming looks good on paper, but I question how much knowledge is being transmitted when my students receive Ds. Let's not fool ourselves and mainstream students with questionable abilities without adequate resources. All we obtain are questionable goals and all we come out with are questionable successes.

> Now that state requirements include 2 years of science and math and a general upgrading of academic expectations, I see a real need for a vocational diploma or vocational alternative for the student who is performance- rather than academically-oriented. I see the needs of these "performance" kids being unmet and the district becoming reluctant to serve them.

Documentation of Planning

Although documentation of plans has up to now been the province of individualized education programs (IEP's), a similar process and document, perhaps called an ITP (individualized transition plan), would also be desirable. With IEP's, the issue is primarily how to incorporate the full range of curricular opportunities and outcomes into the ongoing planning, monitoring, and evaluating process that occurs during the school years. Document formats for IEP's are fairly well established and satisfactory, as long as they are not used in a stereotyped "boiler plate" manner simply to meet the letter of the law.

Since the ITP is a relatively new concept that incorporates services from both schools and adult agencies, there are many

questions that remain to be answered about both the formats and procedures for this type of planning.

- What are the best ways to organize an ITP form?
- Should ITP's be mandatory for all students?
- Who should be involved in the ITP process?
- When should the ITP process occur ?
- How should the process be managed and maintained once the student has left school?

School-Leaving Documentation

As "excellence-in-education" movements continue to flourish and graduation requirements are made more stringent in order to reflect this trend, opportunities for special education students to receive a meaningful regular diploma will decrease. Such concerns were expressed clearly in the comments of the two teachers quoted earlier. The Oregon study found that 66% of all students with disabilities received a regular diploma, 20% received a modified diploma, 11% received a certificate of attendance, and 3% received nothing at all. If fewer and fewer students with disabilities receive a regular diploma as graduation requirements become tougher, it will become even more important to define a meaningful alternative. Somehow, a certificate of attendance seems empty unless it clearly documents accomplishments in a program that is geared to specific postschool objectives. Perhaps the ITP will eventually play an important role in solving this problem.

Implications for Setting Standards

The various issues and concerns pertaining to documentation suggest several components that should be represented in any program of high quality. They include the following:

- Incorporation of a full range of instructional objectives into the IEP documentation.
- Specification of transition objectives and plans in a formal ITP document.
- Specification of discrete requirements for differentiating recipients of regular and modified diplomas.
- Procedures for conducting systematic follow-up evaluations of students who have left school.

These components are reflected in the proposed standards described in the next section and presented at the end of this chapter.

A PROPOSED SET OF STANDARDS

The problems, issues, and recommendations just presented can be translated into a set of standards that provide a frame of reference for evaluating programs. In addition to the four broad categories of curriculum and instruction, program coordination, transition, and documentation used to organize this chapter, a fifth category, administrative support, has been added to structure the presentation of standards. Altogether, 55 standards are proposed to serve as a starting point for such an endeavor.

The standards have been written in the format of a rating instrument listing desirable characteristics that should be present in programs of high quality. The instrument is designed to be used either for self-evaluation or for a more formal, third-party evaluation. In either case, the purpose is to identify specific areas of strength and weakness as a first step toward systematic program planning.

The set of 55 standards presented at the end of this chapter has already been used in Oregon to lay a foundation for program improvement. Local teams of school personnel, adult agency staff, parents, and employers have been constituted to initiate improvements in both secondary special education and transition services. Following self-evaluation with the rating instrument for program standards, teams have then progressed to developing precise annual plans for remediating areas of weakness. Technical assistance is provided to local teams over the course of the school year from both the Oregon Department of Education and the Rehabilitation Research and Training Center at the University of Oregon. Evaluations of annual plans and reassessment with the program standards instrument provide the foundation for creation of subsequent annual plans. At this point in time, 12 local teams are participating in the project. Within 2 years, complete statewide coverage will be achieved. Anyone interested in this project is encouraged to contact the author of this chapter.

Although the 55 standards that lay a foundation for this process are fairly broad in scope collectively, it is reasonable to expect that others will be added to the list as users reflect upon and react to them. Such additions could easily be incorporated into the format of the proposed instrument.

REFERENCES

Alley, G., & Deshler, D. (1979). *Teaching the learning disabled adolescent: Strategies and methods*. Denver: Love Publishing.

Bae, A. (1968). Factors influencing vocational efficiency of institutionalized retardates. *American Journal of Mental Deficiency, 72*, 871–874.

Ballantyne, D., McGee, M., Patton, S., & Cohen, D. (1984). *Report on cooperative programs for transition from school to work* (Contract No. 300-83-0158). Waltham, MA: Harold Russell Associates.

Benz, M., & Halpern, A. (1986). Vocational preparation for high school students with mild disabilities: A statewide study of administrator, teacher, and parent perceptions. *Career Development for Exceptional Individuals, 9*, 3–15.

Benz, M., & Halpern, A. (1987). Transition services for secondary students with mild disabilities: A statewide perspective. *Exceptional Children, 53*, 507–514.

Brannon, D. R., Day, G. F., & Maley, D. (1978). *What is competency-based vocational education (C.B.V.E.)* Baltimore: Maryland Department of Education, Division of Vocational-Technical Education.

Brolin, D. (1983). *Life centered career education: A competency based approach* (revised edition). Reston, VA: The Council for Exceptional Children.

California Department of Education (1984). *Evaluation of the Work Ability Program 1982–83: A cooperative program of vocational training and work experiences for special education high school students*. Sacramento: Author.

Chew, H. R., & Sobehart, H. (1982). *Vocational handbook for mainstreaming*. Gibsonia: Pennsylvania Special Education Regional Resource Center.

Cox, J. L., Frank, N. L., Hocutt, A. M., & Kuligowski, B. A. (1984). *An exploration of issues regarding transition services for handicapped students in secondary schools* (Cooperative Agreement No. G0083C0039). Research Triangle Park, NC: Center for Educational Studies, Research Triangle Institute.

Deshler, D. D., Warner, M. M., Schumacher, J. B., Alley, G. R., & Clark, F. L. (1984). The learning strategies intervention model: Key components and current status. In J. D. McKinney & L. Feagans (Eds.), *Current topics in learning disabilities* (pp. 245–284). Norwood, NJ: Ablex.

Donaldson, J. (1980). Changing attitudes toward handicapped persons: A review and analysis of research. *Exceptional Children, 46*, 504–514.

Edgar, E. (1985). How do special education students fare after they leave school: A response to Hasazi, Gordon, and Roe. *Exceptional Children, 51*, 470–473.

Edgar, E. (1987). Secondary programs in special education: Are many of them justifiable? *Exceptional Children, 53*, 555–561.

Falvey, M. (1985). *Community-based curriculum: Instructional strategies for students with severe handicaps*. Baltimore: Paul H. Brookes.

Foss, G. (1986). *Interpersonal skills: Assessment and training for job tenure*. Santa Monica, CA: James Stanfield.

Foss, G., & Bostwick, D. (1981). Problems of mentally retarded adults: A study of rehabilitation service consumers and providers. *Rehabilitation Counseling Bulletin, 25*, 66–73.

Foss, G., Bullis, M., & Vilhauer, D. (1984). Assessment and training of job-related social competence for mentally retarded adolescents and

adults. In A. Halpern & M. Fuhrer (Eds.), *Functional assessment in rehabilitation* (pp. 145–158). Baltimore: Paul H. Brookes.

Greenspan, S., & Shoultz, B. (1981). Why mentally retarded adults lose their jobs: Social competence as a factor in work adjustment. *Applied Research in Mental Retardation, 2*, 23–38.

Halpern, A. (1973). General unemployment and vocational opportunities for EMR individuals. *American Journal of Mental Deficiency, 78*, 123–127.

Halpern, A. (1974). Work-study programs for the mentally retarded: An overview. In P. Browning (Ed.), *Mental retardation: Rehabilitation and counseling* (pp. 120–137). Springfield, IL: Charles C Thomas.

Halpern, A. (1985). Transition: A look at the the foundations. *Exceptional Children, 51*, 479–486.

Halpern, A., & Benz, M. (in press). A statewide examination of secondary special education students with mild disabilities: Implications for the high school curriculum. *Exceptional Children*.

Halpern, A., Close, D., & Nelson, D. (1986). *On my own: The impact of semi-independent living programs on adults with mental retardation*. Baltimore: Paul H. Brookes.

Halpern, A., Nave, G., Close, D., & Nelson, D. (1986). An empirical analysis of the dimensions of community adjustment for adults with mental retardation in semi-independent living programs. *Australia and New Zealand Journal of Developmental Disabilities, 12*, 147–157.

Hasazi, S., Gordon, L., & Roe, C. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. *Exceptional Children, 51*, 455–469.

Hoellein, R. H. (1979). *Vocational administrator's guidebook: Mainstreaming special needs students in vocational education*. Indiana, PA: Indiana University, Center for Vocational Personnel Preparation.

Horner, R., Meyer, G., & Fredericks, D. (1986). *Education of learners with severe handicaps: Exemplary service strategies*. Baltimore: Paul H. Brookes.

Irvin, L., Halpern, A., & Becklund, J. (1981). *Skills for independent living: A resource kit*. Monterey, CA: CTB/McGraw-Hill.

Kokaska, C., & Brolin, D. (1985). *Career education for handicapped individuals* (2nd ed.). Columbus: Charles E. Merrill.

Landesman, S. (1986). Quality of life and personal life satisfaction: Definition and measurement issues. *Mental Retardation, 24*, 141–144.

Landesman-Dwyer, S., & Berkson, G. (1984). Friendship and social behavior. In J. W. Wortis (Ed.), *Mental retardation and developmental disabilities: Annual review* (Vol. 13) (pp. 129–154.) New York: Plenum.

Meers, G. D. (1980). *Handbook of special vocational needs education*. Rockville, MD: Aspen Systems.

Niziol, O., & DeBlassie, R. (1972). Work adjustment and the mentally retarded adolescent. *Journal of Employment Counseling, 9*, 158–166.

O'Connor, G. (1983). Social support of mentally retarded persons. (1983 presidential address to the American Association on Mental Deficiency, Dallas, Texas). *Mental Retardation, 21*, 187–196.

Parmenter, T. (in press). An analysis of the dimensions of quality of life for people with physical disabilities. In R. Brown (Ed.), *Rehabilitation education: Quality of life and rehabilitation* (Vol. 3). London, England: Groom Helm Publishers.

Stokes, T., & Baer, D. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 10*, 349–367.

Taylor, V., Benz, M., Close, D., & Wilson, D. (1984). *Community living assessment and teaching system*. Milwaukee: Conover.

Tindall, L. (1980). *Puzzled about educating special needs students? A handbook on modifying vocational curricula for handicapped students*. Madison: University of Wisconsin-Madison, Wisconsin Vocational Studies Center.

United States Department of Labor (1983, November). *The economy in 1995*. Washington, DC: Bureau of Labor Statistics.

Wilcox, B., & Bellamy, G. T. (1982). *Design of high school programs for severely handicapped students*. Baltimore, MD: Paul H. Brookes.

Will, M. (1984). *OSERS programming for the transition of youth with disabilities: Bridges from school to working life*. Washington, DC: Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education.

Wright, A. R., Padella, C., & Cooperstein, R. (1981). *Local implementation of P.L. 94-142: Third year report of a longitudinal study*. Menlo Park, CA: SRI International.

Proposed Standards for Evaluating the Quality of Secondary Special Education Programs

For each standard listed below, indicate the value you attach to this standard and the extent to which your program is meeting the standard.

CURRICULUM AND INSTRUCTION

1. Students with disabilities have complete access to the regular academic curriculum.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

2. Students with disabilities have complete access to remedial academic instruction.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

3. Students with disabilities have complete access to the regular vocational curriculum.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

4. Students with disabilities have complete access to specialized vocational instruction.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

5. Vocational training opportunities include a wide array of options, which are properly referenced to the job markets that will be available when training is done.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

6. Community-based instruction is available as one option within the vocational curriculum.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

7. One component of community-based instruction in the vocational curriculum is *actual* job experience.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

8. Students with disabilities have complete access to specialized instruction in independent living.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

9. Community-based instruction is available as one option within the independent living curriculum.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

10. Students with disabilities have complete access to specialized instruction in social/interpersonal skills.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

11. Community-based instruction is available as one option within the personal/social curriculum.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

12. Procedures have been developed for placing all students properly within the array of curricular opportunities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

13. Procedures exist for securing parent involvement in placement decisions for their child with a disability.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

14. Instructional procedures for students with disabilities include a systematic component that deals with maintenance and generalization of student learning.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

15. Curriculum materials used with special education students are age-appropriate.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

16. Procedures exist for regularly receiving and reviewing new curricular materials that are relevant to secondary special education.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

17. Procedures exist for evaluating the impact of the curriculum in terms of student learning outcomes.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

18. Specific programs exist for facilitating the social integration of all students with disabilities, especially those with severe disabilities who otherwise would have little opportunity for integration into the regular school program.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

COORDINATION

19. Students with disabilities have opportunities to learn prerequisite entry skills that are needed for participation in the regular academic curriculum.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

20. Students with disabilities have opportunities to learn prerequisite entry skills that are needed for participation in the regular vocational curriculum.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

21. Teachers of regular academic courses are provided with assistance in adapting their instruction in order to meet the needs and entry skills of students with disabilities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

22. Teachers of regular vocational courses are provided with assistance in adapting their instruction in order to meet the needs of students with disabilities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

23. Negative attitudes of regular academic and vocational education teachers toward special education are acknowledged, when such attitudes exist, and specific activities are undertaken to change such attitudes.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

24. One or more people are specifically designated to coordinate the relationships between special education and the regular academic program.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

25. One or more people are specifically designated to coordinate the relationships between special education and the regular vocational education program.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

26. Collaborations between special education and the regular academic program are formalized in a written agreement.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

27. Collaborations between special education and the regular vocational education program are formalized in a written agreement.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

28. Procedures exist for evaluating the effectiveness of program coordination efforts between special education and the regular academic and vocational programs.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

29. Procedures exist for securing parent involvement in monitoring and evaluating school programs for their child with a disability.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

TRANSITION

30. Transition goals are addressed as part of the planning process for students with disabilities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

31. Employment objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

32. Independent living objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

33. Social/interpersonal objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

34. Postsecondary educational objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

35. Information exists on the exact type and nature of community services currently available to special education students and graduates.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

36. Collaborations between special education and relevant adult agencies, for the purpose of transition services, are formalized in a written agreement.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

37. One or more persons are specifically designated to coordinate the transition-related activities of schools and adult service agencies.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

38. Procedures exist for securing parent involvement in the transition planning process for their child with a disability.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

39. Procedures exist for securing parent involvement in the transition implementation process for their child with a disability.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

40. Procedures exist for evaluating the impact of transition programs and services.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

DOCUMENTATION

41. Demographic information (age, gender, ethnicity, and type of disability) is available for special education students currently enrolled in regular (academic and vocational) and special education programs.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

42. IEP's routinely include information on academic objectives for students with disabilities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

43. IEP's routinely include information on vocational objectives for students with disabilities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

44. IEP's routinely include information on independent living objectives for students with disabilities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

45. IEP's routinely include information on social/interpersonal objectives for students with disabilities.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

46. Transition activities are documented through the utilization of a formal Individualized Transition Plan (ITP).

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

47. ITP's are developed no later than the sophomore year and are reviewed at least annually.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

48. Well-defined criteria exist for determining who may receive a regular diploma, a modified diploma, and/or a certificate of attendance.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

49. Demographic information (age, gender, ethnicity, and type of disability) is available for special education students with respect to the manner in which they exit from school (graduate with regular diploma, graduate with modified diploma, graduate with certificate of attendance, drop out, age out).

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

50. Procedures exist for conducting systematic follow-up evaluations on the community adjustment of students with disabilities who leave school either by graduation, by dropping out, or by aging out.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

ADMINISTRATIVE SUPPORT

51. The school special education coordinator, the school principal, and the district special education administrator are all supportive of secondary special education programs.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

52. Work load assignments to teachers include adequate time to prepare lessons.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

53. Procedures exist for using aides and volunteers effectively within the instructional program.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

54. Appropriate inservice training is regularly provided to personnel who are responsible for secondary special education.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

55. There is a discrete secondary advisory board, consisting of school staff, community agency representatives, parents, students, former students and employers, which meets regularly to monitor, evaluate, and recommend improvements for the secondary special education program.

Value (circle one number only)

Critical	Important	Somewhat Useful	Superfluous
3	2	1	0

Current Status (circle one number only)

Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
0	1	2	3

4 / Promising Programs

The process for identifying public school secondary special education programs began in the Fall of 1985. A call for program nominations was initiated through the Council of Administrators of Special Education (CASE), The National Association for State Directors of Special Education (NASDSE), and SpecialNet.* Special education leaders were asked to nominate one or more public secondary school programs for handicapped youth which they knew to be exemplary. Note that gifted and talented programs were not included, nor were middle school programs. A number of promising public school programs also were identified from the following sources: The Dissemin/Action Secondary Practices Portfolio (Smith-Davis, Johnson, Fairchild, Johnson, & Prothro, 1984); The Training and Model Exchange Project (Council of Administrators of Special Education, Inc., 1980–1984); Educational Programs That Work, Edition 12 (National Diffusion Study Group, 1986); Nebraskans Serving Secondary Special Education Students: Case Studies of Successful Programs (Kasten & Squires, 1983). From these sources, approximately 300 nominations of secondary programs were obtained.

Each of the nominees was sent a letter of invitation to participate. They were asked to complete a three-page case study survey form. A total of 74 survey forms were received. Of these, 8 were eliminated due to either incompleteness or the fact that the programs described did not meet the established criteria. The remaining 66 responses represented 30 states and one Canadian province, with 45% of the programs located in suburban, 33% in rural, and 16% in urban areas.

Programs clustered around the following areas: district-wide programs (large-scale organizational models implemented throughout the district); resource room programs; programs for special populations with problems in such areas as behavioral disorders, speech and language, hearing impairment, and health; career,

*Special acknowledgment is given to David Greenburg, William Schipper, and Judy Smith-Davis for their extensive help and support in soliciting nominations.

vocational, or transitional programs; and special schools and centers.

Representative programs from each of the areas were chosen for full description and brief annotations of the remaining programs also are included. While it is believed that the programs described here are useful, the inclusion of a program description in this book is not to be considered as an endorsement by CEC or ERIC.

REFERENCES

Council of Administrators of Special Education, Inc. (1980–1981; 1981–1982; 1982–1983; 1983–1984). *Training and Model Exchange Project.* OSERS Project.

Kasten, K. & Squires, S. (1983). *Nebraskans serving secondary special education students: Case studies of successful programs.* Omaha: College of Education, University of Nebraska at Omaha.

National Diffusion Network (1986). *Educational programs that work* (12th ed.). Longment, CO: Sopris West.

Smith-Davis, J., Johnson, K., Fairchild, R., Johnson, S., & Prothro, H. (1984). *The secondary practices portfolio.* Vienna, VA: Dissemin/Action.

Program Descriptions

TOTAL DISTRICT-WIDE PROGRAMS

ARIZONA

Parallel Alternative Curriculum/Study Skills Program

Mesa Public Schools
2700 East Brown Road
Mesa, AZ 85203
(602) 898-4930

Contact Person: Gayle Smith, Program Coordinator

Setting and Background Information

The program was established in 1977 and is located in a suburban setting. Approximately 3,000 students aged 12 to 18 are served each year. The program includes students who are learning disabled, emotionally handicapped, educable mentally handicapped, physically handicapped, visually handicapped, hearing impaired, and behavior disordered. Students who are at high risk of dropping out of school are also served.

Intelligence test scores for these students range upward from 20; some students exhibit behavioral problems resulting from frustration with academic tasks and lack of motivation.

The district ranges from extremely low to very high socioeconomic areas. The population is 84% White, 10% Hispanic, 2% Black, 2% Native American, and 2% Pacific Islander.

Overview

The program was developed to assist the junior and senior high schools in becoming more responsive to the needs of academically disabled and special education students. Need was determined by looking at the percentages of students who were not successful in regular content classes. The question was asked, "What would best serve students who had a high risk of dropping out of school and would help special education students in regular classrooms?" It

was determined that the best approach to this problem was to change the teaching behaviors of teachers in the entire school system.

The study skills approach was chosen because it had the most appeal to secondary-level teachers. This approach would help not just the low-achieving students, but students of all ability levels. The program was initiated at the junior high level for preventive purposes. It was extended to the high schools so skills could be reinforced.

Another purpose of the school-wide study skills program was to facilitate skill transfer to all subject areas. It was found that when the skills were taught in isolation, in separate courses or units of instruction, the students did not make the intuitive jumps needed to apply the methods to all their other subjects. Therefore, the approach of teaching study skills through content was used. This was supported by the research literature as well as experience within the district.

The program is based on the premise that academic success can be attained for low-achieving and special education students in regular required content classes in the junior and senior high schools by

1. Training teachers to use alternative teaching methods.
2. Training teachers to use a study skills approach to teaching content to build students' skills.
3. Establishing support services to meet students' needs (peer tutoring programs, math labs, taped textbook libraries, etc.).
4. Establishing consistent positive communication between regular and special education teachers.

The philosophy underlying the program is that students can learn content information at the regular difficulty level if teachers use alternative strategies and a study skills approach to teaching. Skills must be taught through content and not in the isolation of separate courses or units of instruction.

Special Program Feature

The study skills methods and alternative strategies are also used to make instruction in vocational classes more effective. The career development specialists in the district reformatted their materials using notetaking formats and other study skills techniques from the program.

Grading and Promotion Policies

There are no policy guidelines to grade students who qualify for this program that are different from the prevailing standard grading

policies. If teachers use alternative approaches when needed with particular students, and if they use the study skills approach to teaching content, they find that students are generally successful and can achieve without having the curriculum "watered down."

The promotion and graduation policies are the same for all students in Mesa Public Schools.

Staffing

The staff consists of the assistant superintendent of pupil personnel services; the director of special education; the district program coordinator; the on-site coordinators at participating junior and senior high schools; and the regular classroom teachers, each of whom has two class periods per day for coordination of the special activities.

The program model was developed by the district program coordinator, who also does the majority of the staff development and training. The assistant superintendent and the director of special education provide guidance and support.

The initial staff development activity is the 2-day training workshop given at the beginning of the school year. After that, new staff are trained at inservice sessions throughout the school year. Training is conducted at least once a month at each school site, either to give refresher ideas to staff who have already received the training or to train new teachers. These sessions are conducted by either the district or the on-site coordinators. Periodic training sessions are conducted throughout the district to meet specific needs of individual schools and recruit new schools into the program. For example, a school that does not participate in the program might call the district coordinator and ask that a special workshop on notetaking skills be conducted. The district coordinator would conduct the workshop, but would also briefly explain the entire scope of the program to plant the seeds of interest in and enthusiasm for the program for possible implementation at the school.

Program Evaluation

Two instruments were used to evaluate the program—a student attitude survey, administered to regular and special education students, and a teacher attitude survey, administered to participating teachers at one of the junior high schools. Results indicate a positive response from all groups surveyed. This same research design was applied to two more schools during the 1985–1986 school year and will be applied to the other schools that participate in the future.

In addition to the present research design, further data will be collected. Long-term data will be collected on the junior high school

students who go on to high school. The high school teachers will be surveyed after they have received at least two classes of junior high students in the high school. The goal of the surveys is to determine what the long-range effects of the program are from the high school teachers' perspective. High school students will be surveyed after they have participated in the program throughout junior high and for at least 1 year in high school. Pre/post information from the "Study Skills" portion of the Iowa Test of Basic Skills will also be examined. A sampling of students in the junior high schools will have their grades charted throughout junior and senior high school as the treatment group. Their progress will be compared to a control group of students at another school where the program is not implemented. Both regular and special education students will be isolated to assess achievement of both groups.

In 1984, and again in 1986, the program was recognized by the Arizona Department of Education as one of Arizona's Quality Practices programs. It was also selected for presentation at the 1984 Council for Exceptional Children Convention and, again, at the 1986 convention. Articles describing special aspects of the program have been published in the *Journal of Learning Disabilities*.

Funding

Special education monies are allocated for operating expenses by the District Coordinator. A full-time secretary is allocated out of regular district funds. Each school principal allocates a portion of the school budget for operating expenses for the on-site coordinators to order teacher supplies and materials related to the program. Contingency funds are also allocated from secondary education funds on an as-needed basis. For example, the program recently needed four high-speed cassette tape duplicators to begin development of tape libraries at four schools. Secondary education funded two machines and special education funded two machines. The curriculum department allocates Chapter 2 funds each year to pay stipends for teachers who attend the 2-day workshop. Chapter 2 funds are also allocated to support the math labs and the study skills courses. The on-site coordinators (two-fifths of a contract per school) are funded by secondary education.

The program is funded by many different sources. This varied funding source was partly intentional and partly because it evolved that way. However, the end result is that many departments take ownership of the program and ensure its success. It is also a fiscal partnership between special and regular education which spills over into other educational partnerships as well.

CALIFORNIA

Tri-County Consortium for Special Education

Calavera County Office of Education
175 South Fairview Lane
Sonora, CA 95370
(209) 533-5866

Contact Persons: Sandee Kludt; Doug Bowser

Setting and Background Information

The program was established in 1981 and is located in a sparsely populated rural setting. The program annually serves 65 students in grades 9 through 12, who are learning handicapped and language handicapped. Intelligence test scores range from "untestable" to 120. Some of the students manifest inappropriate behaviors such as distractibility, lack of concentration, and violent acting out.

Overview

The purpose of the program is to educate students to their highest potential and provide for successful transition into the work force and other community settings. Underlying the program is a philosophy that promotes individualization and integration with the regular education program. Recently, a departmentalized structure was established so that students could rotate through various settings similar to regular education settings.

All students are in special education classes for at least three of the six daily periods. All special education classes have computers. Special activities are conducted for transition and independent living, for example, shopping, community involvement, gardening, shop, ceramics, and working in the community. The remaining class periods are for physical education and mainstream academics. Aides are available to facilitate mainstreaming into the regular education classrooms.

All academic subjects are taught except foreign languages. In addition to the regular high school staff, special education students receive service from two psychologists, a speech therapist, and an adaptive physical education specialist. Assessment and counseling services are provided. The teachers meet regularly with the psychologists to discuss concerns and strategies for helping the special education students in their classrooms.

Another component, the Resource Specialist Program, serves students whose problems are not serious enough to warrant a full-time placement, but who nevertheless show some need that is associated with an identified disability.

The Resource Specialist Program serves all schools. Because of sparse enrollment, some resource specialists serve more than one school. When the resource specialist is away from a school, the aide carries out the instructional program so that consistency can be maintained.

The Resource Specialist Program is a support service to handicapped students and their teachers. Instruction is provided according to need in reading, comprehension, spelling, basic language skills, and math. Students are returned to regular classroom placement full time when they no longer need this remedial assistance. The resource specialist tracks their adjustment and progress once they have returned to the mainstream. Sometimes instruction is provided in the regular classroom rather than on a pull-out basis. Close contact is maintained with parents concerning pupil progress. Conferences are held during the year, and reports are also sent to classroom teachers.

Special Program Features

The program maintains a fully equipped shop classroom to prepare students for the regular education shop classes. Two full-time vocational technicians are employed to obtain and coordinate community-based jobs for about 30 students. Many of these students are severely handicapped. A full-time aide accompanies all vocational students into their regular vocational classes. The technicians also work in the special industrial arts and auto mechanics classes at the high schools, and they do job follow-ups. Since many of the students have paying jobs, it is important to monitor them so problems can be dealt with quickly. Progress reports are given to students and employers.

Over 30 public and private agencies and business firms in the Tri-County Consortium have provided training sites for junior- and senior-high handicapped students in the Workability Program. As a result, 70% of the 17- to 21-year-old students in this group have had the benefit of paid on-the-job work training experience.

Grading and Promotion Policies

Students who meet differential standards requirements are awarded a regular high school diploma. The grades issued follow the regular high school format. Students may also become eligible for such recognition as the Dean's List.

Staffing

The program staff includes a director and coordinator, five certified teachers, seven aides, two psychologists, one vocational technician, and two tutors. Staff members receive inservice training on special topics and conduct inservice training for regular class teachers.

Program Evaluation

Self-review and state compliance review allow for evaluation of programs for both compliance and quality. Information is obtained by interviewing administrators, teachers, parents, and support staff in both regular and special education programs. Individual student goals and objectives are reviewed annually. State review has resulted in the program's being listed in the top 5% of California programs. Commendations from the state have also been received.

Funding

The program is funded by state and federal monies.

DELAWARE

Kent County Intensive Learning Center

Kent County Vocational-Technical School District
P.O. Box 97
Woodside, DE 19980
(302) 697-3255

Contact Person: Deborah Bates, Coordinator

Setting and Background Information

The program was established in 1985 and is located in a rural setting. It serves approximately 31 students from all districts in Kent County who have learning disabilities, severe emotional disorders, and behavioral disorders. Ages range from 14 to 20 years, and intelligence test scores range from mildly retarded to superior. Typical student learning problems include reading disabilities; expressive and receptive language disabilities; visual perception disabilities; auditory perception disabilities; perceptual-motor skills disabilities; and deficits in auditory memory, auditory discrimination, and visual memory. Some students exhibit aggressive behav-

iors, are noncompliant, and do not accept responsibility for their inappropriate behaviors.

Overview

The Kent County Intensive Learning Center (ILC) is located in the West Wing of the Kent County Vocational Technical High School in Woodside, Delaware. The ILC consists of four classrooms, a counseling area, and two offices. A vocational education area for prevocational skills development is located nearby.

The program is based on the philosophy that if a student is going to succeed in life, he or she must be able to function in a school and work environment that has limits and clear expectations. At the ILC, the staff maintains a clear, consistent, positive, structured environment in which the students perceive, practice, and adapt to more acceptable, efficient, healthy ways of interacting. Students learn behaviors to cope with the negative stressors inherent in their environment, learn to act in ways that change their situation in a positive manner, and experience success in academic tasks. Students are helped to see that they have the power to choose, that there are both positive and negative consequences to their choices, and that it is more fun to be a mature, responsible person with freedoms and privileges than to deny reality or live in a stimulus/response world.

The primary goal is to provide a structured program that promotes adaptive behavior patterns that enable students to function responsibly in their educational and social settings. The overall goal of the program is to provide an alternative learning approach that will

1. Prepare the student for further academic, technical, or vocational training in a less restrictive environment.
2. Counsel and guide the student toward developing and demonstrating mature responsible behaviors.

The program has three important components:

1. Strong emphasis on academic preparation.
2. Concentrated emphasis on counseling, both individual and group, along with a structured behavior management program.
3. An emphasis on vocational preparation of the student.

The goal of academic instruction is to help students develop the skills necessary for success in further education or training, employment, and independent living. Academic instruction is divided into three areas: basic academic instruction, related academic instruction, and college preparatory academics. Basic academic instruction consists primarily of reading, writing, and

arithmetic. Related academic instruction consists of academic activities directly related to the vocational area the student is studying. College preparatory academics include study in math, science, history, and English.

To meet the counseling goal, staff members have developed and implemented a behavioral program consisting of the following elements:

1. Weekly individual and group counseling.
2. A structured behavior modification program in which the students earn privileges and freedoms as they progress through a leveling system.
3. Daily class meetings to discuss academic and social concerns.

Through this component, students come to realize that they have the power to choose behaviors.

Many students need to explore career alternatives and move toward development of career goals. The prevocational aspect of this program addresses the first need by providing career and vocational evaluation and exploration. Students are exposed to various job-related needs and skills through both a "hands-on" and a direct-instruction approach. Students who have decided on a career goal are gradually mainstreamed into a variety of regular vocational programs or provided with work-related experience. In addition, a well-structured survival skills curriculum is provided so that students will be able to attain minimum competencies.

The school day is divided into six periods. Of the students enrolled, 70% are mainstreamed half-day into the regular vocational school program. The remainder of the students participate in a full day of academic and prevocational skill classes.

Special Program Features

Students have the opportunity to participate in the state of Delaware's computer program, "Project Direct."

Grading and Promotion Policies

Grading and promotion policies follow those determined by the student's home district.

Staffing

The staff includes a program coordinator, a school psychologist, three certified instructional staff members, and three instructional assistants. Staff members have received inservice education in classroom management, reality therapy, and nonviolent physical intervention techniques.

Program Evaluation

Students' behavioral progress is charted on a monthly schedule. In addition, progress of most of the students is monitored by the state of Delaware's "Transition Project."

Funding

Funds come from Chapter 1, Public Law 94–524 (Vocational Education), state funds, and tuition.

KENTUCKY

East Carter Special Education Department

Route 1
Grayson, KY 41143
(606) 474-5714

Contact Person: Joann McDowell, Chairperson

Setting and Background Information

The program was established in 1977 and is located in a rural setting. Approximately 85 students with learning disabilities and mild mental handicaps are served annually. Ages range from 14 to 19. Students' IQ test scores range from 52 to 106. Some of the students demonstrate behavorial characteristics such as disruptiveness, nonconformity, low motivation, delinquency, truancy, and substance abuse.

The purpose of the East Carter Special Education Department is to enable each student to reach his or her fullest potential. The department feels each student must reach a functional level, if possible, for survival in the mechanized, computerized world of the future. To this end, the department provides a variety of practical courses designed to teach the life skills essential for normal functioning in society, and it maintains a school-based admission and release committee that guarantees strict adherence to Public Law 94–142. These functional classes are further supplemented by a full curriculum of regular classes, into which the students are mainstreamed whenever possible.

The East Carter Special Education Program is organized as a department of the high school. The students change classes each period, going from teacher to teacher. Having the students on the same schedule as the rest of the school facilitates mainstreaming.

Teachers in the department have specialty areas such as social studies, math, science, and English. The special education students are able to take business, home economics, and jobs classes that are geared for their special needs. These classes are in addition to special education classes that meet requirements for graduation and regular classes that are used for mainstreaming.

In 1985, computers were introduced into the classrooms. They are used as teaching aids in subject matter courses and are available to any students who, in their spare time, are interested in learning to keyboard or write simple programs.

A vocational program is also offered. The special education department provides classes in job training, typing, business math, and vocational home economics. The students in the jobs program are also provided on-the-job training in business settings throughout the community. Students also participate in Job Training Partnership Act (JTPA) functions and the regular vocational school.

Grading and Promotion Policies

Students are evaluated daily on their work, and quarterly reports are sent home using a letter grading system. Students are promoted on the basis of credits earned. They graduate with the rest of the senior class upon completion of 20 credits and receive a general diploma. No distinction is made between special education and regular students.

Staffing

The program chairperson is the guidance counselor of the high school. Six teachers who are certified in special education provide most of the academic instruction for the students. Staff receive inservice training programs, providing ongoing and up-to-date methods, ideas, and procedures in the field of special education.

Program Evaluation

The success of the program is indicated by the fact that a high percentage of the students in the program complete school and receive their diplomas. Since the work phase of the vocational program did not start until the 1985–1986 school year, there is not yet evidence on the success of that aspect of the program. However, a follow-up study of graduating seniors who are currently involved in the vocational program is planned in order to examine their job placement following graduation.

The teachers in the special education classes are observed annually by a school administrator, and student folders are checked periodically. The county coordinator of special education makes

regular checks of student work and progress and evaluates current needs when determining where to spend money for necessary equipment and material.

Funding

Funding is provided by the local school district.

MINNESOTA

Minneapolis Model for Moderately, Severely, and Multiply Handicapped Secondary School Students: The Emerson Program

Emerson School
421 Spruce Place
Minneapolis, MN 55403
(612) 627-2261

Contact Persons: Sajjad Haider, Principal; Keith Kromer, Director, Special Education

Setting and Background Information

The Emerson Program was established in 1972 and is located in an urban setting. Approximately 160 students aged 12 to 21 are served annually. The program serves students with moderate and severe mental impairments, multiple impairments, autism, and severe behavior problems with mental retardation. Intelligence test scores fall into the profound to moderate range of mental retardation.

Overview

The purpose of the program is to achieve the level of independence needed for successful transition into adult living for moderately and severely mentally retarded and multiply handicapped students. Appropriate individualized special education services are provided within the least restrictive functional and community environments.

The premise that handicapped individuals learn best in skill-applied environments alongside and with nonhandicapped members of the community is the principle that has shaped and guided the development and implementation of Emerson's community-based program.

The Emerson Program offers a full range of classes in language development, adaptive physical education, occupational therapy, self-help, independent living, functional academics, and vocational education. To complement these classes, students are also integrated into regular secondary high school classes with resource and peer tutoring support. Educational sites in the community provide opportunities for practical application of student learning and daily assessment of student independent living competencies.

Each morning, 173 individuals are transported by minibuses to the three secondary schools that house the Emerson Program. After a 25-minute homeroom period, the students follow an individualized program that blends curricula such as functional academics and vocational skills into applied environments such as hospitals, restaurants, hotels, retail clothing and grocery stores, and public parks. Thus, Emerson teaches its entire curriculum directly in real-life, integrated, community-based instructional sites.

Special Program Features

A unique dimension for the Emerson Program was added in the summer of 1976 when 19 students began learning vocational and career skills in a supported work-training model at the Marriott Inn. This joint venture between the Marriott and Emerson School has incorporated job coaches who work in concert with the Marriott staff. To date, 167 handicapped individuals have had instruction in the skills they need to become housekeepers, bus persons, salad persons, laundry workers or groundskeepers. Other components of the vocational program include a similarly supported work program in a factory, community-based career assessment through job tryouts, and job shadowing.

Grading and Promotion Policies

The individualized education program (IEP) is the document that states each student's educational goals and determines the student's program. Promotion and graduation policies are based on the student's chronological age and on progress toward achievement of the goals and objectives stated in the IEP.

Staffing

Administration of this multifaceted program is carried out by a school principal who is certified in both regular and special education. Twenty-three certified teachers of the mentally handicapped, supported by 39 paraprofessional assistants, provide a full range of instruction. Three speech clinicians, one occupational therapist, one adaptive physical education teacher, one part-time

physical therapist, and three school social workers provide service in specialized areas.

Each fall, all staff members are asked to complete a staff development needs survey, which is developed and tabulated by the school staff development committee. The committee then prioritizes the needs, develops a list of presenters, schedules site visitations and workshops, and assists the principal in carrying out approximately 56 hours of staff development activities per year. The staff also participates in special education department staff development offerings.

Program Evaluation

Dr. Richard Weatherman and Dr. David Johnson, from Human Resources Systems at the University of Minnesota, formulated an evaluation design consisting of the following activities:

- Process evaluation activities designed to demonstrate the extent to which specific tasks associated with a specific project objective have been successfully initiated or completed, as well as the success of management strategies in completing these tasks.
- Impact evaluation activities designed to determine the project's effect on student competence levels.

Results indicate a positive gain in overall functionality for students in the program.

The Emerson Program model was presented at five Council for Exceptional Children and American Association on Mental Deficiency conventions between the years 1977 and 1985. The Minnesota State Departments of Special Education and Vocational Education have recognized the Emerson Program as an exemplary model.

Funding

Funding for the Emerson Program is derived from the local school district, community agencies, and state and federal sources.

NEW YORK

Valley Stream High School Special Education Program

One Kent Road
Valley Stream, NY 11582
(516) 561-7914

Contact Person: William J. Russo

Setting and Background Information

The program was established in 1955 and is located in a suburban setting. Approximately 250 students aged 12 to 21 are served annually. Students are classified as learning disabled, emotionally disturbed, speech impaired, orthopedically handicapped, hearing impaired, and multiply handicapped. Intelligence scores fall in the moderate to average range, and some students demonstrate problem behaviors such as aggressiveness, attention deficits, impulsivity, and anxiety.

Overview

The purpose of the program is to provide equal access for all handicapped pupils to an appropriate public education in the least restrictive environment. Programs range from a one-period resource room five times per week to special class placement.

Underlying the program is the philosophy that special education is a technique to deliver existing curriculum offerings to handicapped youngsters. All special classes are housed in regular junior-senior high schools. Curriculum ranges from academic (college preparation) courses, leading to a high school diploma, to intensive remediation and/or life skills activities, leading to a certificate of achievement.

Resource room students are scheduled into regular classes. Special class students take academic courses in a self-contained setting. Each student has a daily individual skills development period to provide intensive, individualized remediation in language arts and/or math. All resource rooms and special classes are equipped with Apple IIe computers and printers.

Students also receive home economics/industrial arts experiences in a self-contained setting in grades 7 through 9. Students aged 16 and above are eligible for an occupational education program.

Certificate-of-achievement students receive courses in prevocational training.

Special interdisciplinary services include guidance counseling, speech therapy, physical therapy, occupational therapy, and school psychological services. Special class programs also include group and individual counseling weekly or on an as-needed basis by the school psychologist.

Grading and Promotion Policies

Students receive numerical grades, consistent with practices in the regular junior and senior high schools. Grades are based on meeting the requirements of the student's individualized education program (IEP). Students in the resource room and in nine of the special classes may earn credits toward a diploma. The other two special classes provide for a certificate of achievement based on fulfillment of IEP objectives.

Staffing

The director of special education oversees the special education programs and is directly responsible to the superintendent of schools. All teachers are certified in special education, and a high percentage of them are also certified in another area. On a building level, the special education teachers are supervised by the chairperson of pupil personnel services. Teacher assistants are certified in accordance with the New York State Education Department job specifications.

Special education teachers meet quarterly; they also participate in extensive district-wide staff development programs for 3 days each year. Inservice education credits are granted for outside coursework.

Program Evaluation

Standardized achievement testing is required, with annual pre- and post-testing procedures. In addition, factors such as school grades, passing of required state tests, improvement in attendance records, and informal observation play a role in self-assessment.

The program was cited by the New York State Education Department as an exemplary program. The citation resulted in the featuring of students in a New York teleconference entitled "Students with Handicapping Conditions: Expectations and Success." The Director of Special Education was one of eight people selected to participate in the "National Needs Analysis Project: Fostering Quality Program Planning and Design in Serious Emotional Disturbances" sponsored by the University of Oregon.

Funding

The program receives regular local school district funding in addition to Title VIB funds.

William Floyd School District Secondary Special Education Program

William Floyd Public Schools
240 Mastic Beach Road
Mastic Beach, NY 11951
(516) 281-3020 Ext. 1113, 1135

Contact Person: Michael Schildkraut, Director of Special Education

Setting and Background Information

The program was established in 1983 and is located in a suburban setting. The program annually serves 160 students, aged 14 to 21, who have moderate to mild handicapping conditions. The program does not serve severely or profoundly handicapped students, or students with emotional handicaps of a severe acting-out or assaultive nature.

The special education program of the William Floyd School District is a multileveled, individualized plan designated to meet students' particular needs. It is based on a philosophy that a great percentage of secondary special education students can obtain a regular high school diploma if the organization for instruction is altered, dually certified teaching staff are hired, and educational objectives for each course are written in behavorial terms.

Recommendations for placement in a specific program are based on each student's academic, social, physical, and management needs. Placement recommendations are reviewed annually at the Committee on the Handicapped meeting. Whenever possible, students are recommended for placement in the least restrictive educational setting that will enable them to move toward meeting the requirements necessary to obtain a high school diploma. These requirements include attending class regularly, completing assignments and handing in homework. High school Carnegie credits may be obtained by the satisfactory completion of any of the following:

1. Regular high school courses (with resource or itinerant support services).

2. Modified courses (with resource or itinerant support services).
3. Special "S" courses (with or without resource support services).

A special education counselor is on staff to schedule students into appropriate courses.

During the 1982–1983 school year, the existing self-contained secondary program was studied by the newly appointed director of special education and a newly hired curriculum consultant. The regular education curriculum coordinators worked closely with the special education consultant to rewrite state-mandated curricula as behavioral objectives. The organization for instruction was designed as a departmentalized program, and a dually certified teaching staff was hired. The program began in 1983–1984 with 9th grade only, was expanded to grades 9 and 10 in 1984–1985, and included grades 9, 10, and 11 in 1986. By 1986–1987, the full 4-year range of operation was in place.

Special Program Features

Students in special education programs who have been recommended by the Committee on the Handicapped are eligible for placement in the SHOE Vocational Program. Students who successfully complete a course or cluster of a course of study for 1 school year may be granted three credits. The goal of the SHOE program is threefold:

1. To provide handicapped students an equal opportunity to prepare for the world of work.
2. To provide handicapped students with an opportunity to become an integral part of the community.
3. To enable handicapped students to participate in an occupational education program that will be geared to meet their individual needs.

The SHOE Vocational Program is sequential and developmental, student-oriented, and based on the individual's capabilities and needs. Reading, math, and communication skills are learned in a concrete fashion and directly related to the specific course. The program offers students a variety of courses related to specific occupations. Students may initially take an introductory course entitled "Career Awareness," which will provide experiences in the fields of business occupations, communication occupations, manufacturing, horticulture, service occupations, and transportation occupations. This course will provide them with prevocational experiences to assist them in selecting courses for further training.

Students in any of these courses also receive the following support services:

- Ongoing assessment to assist in the appropriate placement within the program.
- Individual and group counseling to assist in career decision-making skills and personal adjustment.
- Placement personnel to assist in securing positions and provide follow-up and on-the-job supervision.
- Basic skill remediation in reading, writing, and math directly related to the course of study within the occupational area.

Students receive a certificate of completion and earn three credits after successful completion of any one course. Students may continue to take courses in these areas or may be recommended to take related courses at the Occupational Center. Students not only gain specific vocational skills but also become aware of career opportunities and continue a course of study for an occupation.

Grading and Promotion Policies

The regular high school grading procedures are followed four times per year. In addition, supplementary special education report cards are issued in February and June.

To graduate, a student must have earned 16 Carnegie credits and passed the Regents Competency Tests in reading, writing, mathematics and social studies. It should be noted that a student may be granted three credits per year for fulfilling the sequence requirement by participating in the vocational or occupational education programs. The Committee on the Handicapped may recommend specific alternative testing techniques in these areas for individual students.

Staffing

The program is administered by the director of special education and an administrative assistant. All teachers are dually certified in special education and a secondary education subject. Paraprofessional assistants are assigned to each teacher. A full-time psychologist and a full-time special education guidance counselor and a social worker are also on staff.

Program Evaluation

The director has reported a decrease in the dropout rate, and greater satisfaction has been expressed by both students and parents. A longitudinal study involving all entering ninth grade students is underway.

New York State evaluators selected the program for presentation to the state assistant commissioner of the Office of Education of

Children with Handicapping Conditions so that other school districts could be made aware of how this successful special education program meets the requirements of the Regents Action Plan. Because of this program, the director was selected as one of five administrators from the state to help write a training program for building administrators who have to implement the Part 100L Regulations in their districts. The program has also been presented at state-wide professional conferences.

Funding

The program is funded by the state and Title VIB.

RESOURCE ROOM PROGRAMS

MICHIGAN

Resource Room—Caledonia High School

Caledonia High School
9749 Duncan Lake Road
Caledonia, MI 49316
(616) 891-8129

Contact Persons: Lois DeMeester; Mike Pintek

Setting and Background Information

The program was established in 1977 and is located in a rural setting. It annually serves approximately 21 students aged 14 to 18 who have mild learning disabilities, emotional impairments, and mental impairments. Students have problems in math, reading, written expression, and learning skills, in addition to behavioral problems such as inappropriate interpersonal relationships, depression, and lack of adaptive behavior.

Overview

The resource room was established to provide effective educational programming in the diagnosis, treatment, and management of learning disabled, emotionally impaired, and mentally impaired adolescents. The primary goal of the program is to return each student to a full-time regular class setting as soon as possible.

The program revolves around an interdisciplinary team of teachers and support staff who provide for the individual remedial needs of students while continuing to maintain them in a mainstream academic atmosphere. It identifies the needs of each student and provides programmatic educational diagnosis, treatment, and management. It provides procedures and instructional components to improve the school learning of these adolescent students while keeping them in the mainstream of education.

The program curriculum is based on life skills, academics, survival skills, social development, and prevocational and vocational training. The students work in an academic program to remediate reading, spelling, grammar, and math skills. Additional skill and content areas are included as needed (e.g., government, health, history). Skills and knowledge are acquired and enhanced

through the use of microcomputer technology and the "whole brain approach" to learning. Very systematic, structured approaches are used in the instructional program. Adjustments are made for each student's abilities and disabilities.

The program is designed to aid professionals and parents in helping learning disabled, emotionally impaired, and educable mentally retarded adolescents to develop coping skills for effective adulthood. Some of the major objectives of the program are as follows:

- Training students to cope with failure and success.
- Developing social skills and preparation for the working world.
- Encouraging and developing self-confidence, independence, self-reliance, and individual initiative.
- Developing effective study skills.
- Improving communication between student and teacher, child, and parent.
- Developing skills in the use of microcomputer technology.

Students may also take vocational training. The vocational alternatives available are regular education, adapted vocational education, special vocational education, and individual vocational training.

Special Program Features

Students may enroll in the Life Role Competencies Program. This program focuses on four areas: (a) employability and occupational skills; (b) personal and family management; (c) civic and social responsibilities; and (d) aesthetic and humanistic appreciations. It includes pretesting each student on a number of life-role skills, knowledges, and attitudes followed by teaching and later posttesting for acquisition of these competencies.

Students who are college bound also receive services from the resource room. In addition to taking selected coursework and having individual help with tests or studies, they may take the ACT or SAT program at the school.

Grading and Promotion Policies

The students in the resource room follow either a "normal course of study," which means a regular education curriculum leading to a high school diploma, or a special education curriculum that has been approved for a high school diploma.

Grading procedures in the resource room consist of an established grading scale and a level system. Almost all daily work is graded, and the grading scale is applied to both daily work and tests. These

grades are averaged together to arrive at a 9-week grade. Two 9-week grades plus an exam grade are then averaged to yield a final semester grade. This practice corresponds to the regular high school grading procedure. Students receive the same report card as do all high school students.

Staffing

Staff include three resource room teachers, the building principal and assistant principal, a school psychologist, a guidance counselor, a teacher-consultant for the physically impaired, and a special vocational counselor. Staff development activities are planned regularly throughout the year under the direction of the regional director in a consortium of six districts. Activities are based on a yearly needs assessment. Teachers are encouraged to participate in county activities sponsored by the Staff Development Center and in conferences throughout the state that enhance the teaching of special educators.

Program Evaluation

Each aspect of the program is evaluated annually by administrators as well as instructional staff. Michigan Special Education Rules and Regulations are reviewed as well as the program's goals and objectives for accomplishment. Student data account/test scores are reviewed for possible program change and for improvement or maintenance. There is ongoing discussion between administrators and staff throughout the year. Parents are also surveyed regarding their opinions of the program.

The program has been recognized as follows:

- Identified as a Promising Educational Practice in Michigan (1982).
- Accepted for presentation at the Michigan Reading Association Convention (1982).
- Accepted for presentation at the Michigan Council for Exceptional Children Annual State Convention (1982).
- Accepted for presentation at Michigan's Second Annual Promising Educational Practices Fair (1982).
- Accepted for presentation at CEC's 61st Annual Convention (1983).

Funding

Funding is from local sources.

MISSOURI

Cross-Categorical Learning Resource Center for Secondary Special Education Students

Carl Junction R–1 School District
P.O. Box 4
Carl Junction, MO 64834
(417) 649-7034

Contact Person: Pam Babbitt

Setting and Background Information

The program was established in 1981 and is located in a rural setting. Between 70 and 85 students, aged 12 to 19, are served annually. The program serves students who are learning disabled (LD), educable mentally retarded (EMR), and behaviorally disordered (BD). The students' intelligence test scores range from 50 to 125. Behavior problems include absenteeism, lack of motivation, poor peer relationships, and lack of self-control.

Overview

The purpose of the Learning Resource Center (LRC) is to provide a more flexible approach to meeting the wide variety of student needs. The philosophy of the program is both research- and experience-based. Experience shows that the cross-categorical approach is more likely to produce positive effects than are self-contained classrooms. These positive effects include the following:

1. Removing the stigma of a specific label.
2. More efficient grouping of students based on their academic needs and level of functioning.
3. Benefiting teachers, who are able to specialize more in one or two academic areas rather than having to teach all areas.
4. Allowing student interaction with three different teachers for special service help instead of just one.
5. Allowing more students to be served because of the flexibility of the scheduling, which schedules students only for their educational needs and does not assign them to taking up a "slot" in one classroom for the entire day.

The physical structure of the LRC consists of three classrooms close enough together to make use of the "swinging door" concept. In

addition to the three classrooms, there are several office-size spaces that are used by students who are working independently or taking a test. There is also an area with individual study carrels.

Students are assigned one of the following three levels of structure, the first being less restrictive and the last being most restrictive:

- Structure I provides support for students in the regular secondary curriculum. Students bring work from the regular class to the LRC, take their tests in LRC if needed, and so forth. Students on this level exhibit poor achievement, poor work habits, poor performance on tasks, poor written expression, and difficulty integrating and decoding information. Study skills and organizational skills are taught. The students do not need this level for more than 1 hour per day.
- Structure II provides a more intensive program. An alternative curriculum is offered for the student who is failing a subject. (For example, a student takes LRC math and receives a grade in math for that hour from the LRC teacher.) Low-functioning educable mentally retarded, severely learning disabled, or severely behavior disordered students may need the services of this level for at least 3 hours per day. Students on this level exhibit absenteeism, extremely low academic achievement, serious motivational problems, and poor peer relationships.
- Structure III provides a more restrictive environment for students who are unable to control themselves, accept decisions made by authority figures, or respond to the different expectations of the three LRC teachers. Students initially need the services of this level for the entire day. One teacher monitors and provides the curriculum necessary to facilitate the goal of mainstreaming each student into either level I, level II, or the regular classroom.

In the study skills program, students are taught how to organize and outline materials and how to study for tests. If needed, they can have regular classroom tests read to them. Special courses geared to students' needs are offered in social studies, American history, American government, world history, science, math, language, arts I and II, reading, and study skills.

For the 1986–1987 school year a course on self-improvement, including career education, was developed. One teacher is in charge of the students, who spend half their day at a local technical school. The students have access to computer training and use. For the lower functioning students, emphasis is placed on daily living skills such as money management, filling out forms, and reading signs.

Grading and Promotion

In mainstreamed regular classes, handicapped students are either graded in the same manner as other students in the class or assigned a Pass (P) or Fail (F), at the option of the teacher. In content courses in which instruction is provided within the special education classroom, students receive a grade. These subjects are designated on the report card as LD, BS, BD, or LRC. The grade assignments must be accompanied by written comments indicating that they are based on individual progress and performance. Other appropriate comments include student effort, consistency in assignment completion, level of achievement, attitude, and extent of meeting objectives outlined in the individualized education program (IEP).

In study skills classes in which assistance is provided within the special education classroom, students receive either a grade or a Pass/Fail. For high school purposes, the study skills class is worth one unit of credit per year.

Students receiving instruction in two or more classes within the special education classroom are not included in the honor roll listing.

Handicapped students are expected to complete successfully the 24 units of credit outlined in school board policy for all students in order to graduate. The diploma is the same as for nonhandicapped graduates.

A handicapped student's IEP committee has the right to substitute courses, work-study projects, vocational rehabilitation programs, and community service activities for specific required units of credit. These substitutions receive either a Pass or Fail and must be approved by the coordinator of special services.

Staffing

Three teachers who serve in the LRC are multiply certified for teaching in LD, EMR, and BD. They are knowledgeable about the regular secondary curriculum and requirements for graduation. They are effective in communicating and work well with parents, administrators, counselors, regular teachers, and special service teachers in regard to curriculum and scheduling. The teachers are willing to team teach, rotate between the three structures, and use a behavior management program.

The teachers have no more than 10 to 15 students each per hour. They have a specific caseload for administrative purposes such as IEP's, parent contact, and regular teacher contact. This caseload is typically defined by a teacher's major emphasis (e.g., the EMR teacher's caseload is EMR students, etc.). The teachers share two teacher aides.

Program Evaluation

During the 1984–1985 and 1985–1986 school years, the following variables were examined for program evaluation: (a) the percentage of mainstreamed students who received passing grades in math and language arts; (b) the percentage of students who moved from Structure III services to Structure I and Structure II services; (c) the percentage of the total number of minutes per week the LRC students were mainstreamed; and (d) the percentage of IEP objectives that were passed and failed.

The first group of data indicated that more than 90% of the junior high and high school LRC students who were mainstreamed in math and language arts received passing grades. The second group of data indicated that of the 16 students enrolled in Structure III for the 1983–1984 school year, 31% moved to Structure II services and 6% to Structure I services. Six of the 10 students who remained in Structure III each decreased the amount of time spent in the LRC. Students as a group spent 62% of their time mainstreamed into regular classes and 38% of their time in the LRC. The last group of data indicated that 61% of the total goals set for LRC students were passed, 11% were failed, and 28% were considered to be improving. If the goals classified as improving were not included in the totals and percentages were calculated only on the goals passed and failed, 84% were passed and 16% were failed.

The Missouri State Department of Education also reviews the program and has collected data. The state has allowed districts in Missouri to try this cross-categorical approach on a year-to-year approval basis. The program has received approval since 1982. Several other districts in Missouri have visited the program and have adopted various aspects of it.

Funding

Funding for the program is received from federal, state, and local sources.

NEW YORK

Project Mainstream

Jericho Secondary Learning Center
Jericho Junior/Senior High School
Jericho School District
Cedar Swamp Road
Jericho, Long Island, NY 11753
(516) 681-4100 Ext. 247

Contact Persons: Joel Brodsky, Learning Center Director; Lois Smith, Director of Guidance

Setting and Background Information

The program was established in 1981 and is located in a suburban setting. The program annually serves approximately 38 students, aged 11 to 20, who have learning disabilities, emotional impairments, and physical handicaps. Students served by the Learning Center exhibit a significant discrepancy between learning/academic aptitude and school/academic performance. Academic disabilities include deficits in reading, writing, mathematics, and spelling. Developmental learning disabilities include deficits in attention, perception, memory, concept formation, problem solving, expressive language, and organizational skills.

The Learning Center deals with a wide range of emotional issues ranging from normal adolescent conflicts to serious emotional problems. For most of the students, issues centering around school performance, motivation, and peer relationships are the key factors that affect their functioning. At times, however, more serious emotional conflicts require special attention and possible outside support.

Overview

The ultimate goal of the program is to enable youngsters classified as handicapped or pupils with special educational needs to function in the regular classroom. To accomplish this, staff talents are combined in a holistic approach that provides students with the support they need for success. Parents, classroom teachers, school psychologists, and Learning Center staff regularly interact in a network of formal and informal meetings to plan and continually reassess each youngster's program. At the core of the program is the center itself, which is managed by a director and draws on a

counselor, reading specialists, teachers, and tutors chosen for their expertise in working with this special population as well as proficiency in their subjects. The center provides a focal point for students, parents, and staff to interact and monitor their progress.

Operationally, the Learning Center functions as a department in a secondary school, with the supervisor and staff functioning as a team. The director of the program coordinates the services of counselors, psychologists, special education teachers, reading specialists, English teachers, social studies teachers, the vocational counselor, and other personnel in meeting individual needs. Students report for the services in the same manner as they report for regular classroom instruction.

Special Program Features

There are individualized curricula in life skills and college preparation as well as special computer literacy programs.

Grading and Promotion Procedures

All regular grading policies and procedures are followed except that some objectives may be modified according to an individual's IEP. Handicapped students must meet all regular requirements, including the successful completion of New York State competency exams in reading, writing, and math.

Staffing

The Learning Center's staff includes personnel attached full time to the center as well as members of the regular school staff attached on a part-time basis. In all, there are one director, two psychologists, two counselors, one social worker, three full-time reading specialists, one full-time and two part-time math teachers, one full-time and two part-time English teachers, three part-time social studies teachers, one speech therapist, and ten special education teachers. All personnel are licensed and certified under New York State requirements and many have multiple certifications. Staff are assigned to meet individual student needs based on areas of expertise and an assessment of what characteristics might be most effective with a particular student.

Staff development is an ongoing process that includes: attendance at professional conferences; twice-a-month department meetings in which experiences and knowledge are shared; workshops run by staff for one another; and regular discussion of students, which involves techniques and sharing of ideas.

Program Evaluation

Since the inception of the center in 1981, all of the students have met graduation requirements and over 90% have gone on to college. Follow up studies indicate that they have graduated or are enrolled at this time. Positive community response, Board of Education praise, and the high percentage of new entrants with special needs are indicative of the program's success.

Ongoing procedures for program evaluation include an annual report to the Board of Education, with anecdotal records and statistical data using pre- and posttest measurements on standardized tests; annual reviews of each student by the Committee on the Handicapped; and twice-a-month staff meetings on each student's progress.

The program has been recognized by the Council of Administrators of Special Education as a model program. It has received letters of commendation from New York State evaluators, district awards for departmental excellence, and recognition by various national and state organizations through requests for presentations and materials.

Funding

Funding is local.

Resource Room with Increased Special Education (RRISE)

Bay Shore Union Free School District
Bay Shore High School
155 Third Avenue
Bay Shore, NY 11706
(516) 665-1700

Contact Person: Elaine Sherman, Director of Special Services

Setting and Background Information

The program was established in 1984 and is located in a suburban setting. The program annually serves approximately 24 students, aged 15 to 20, with learning disabilities and emotional disturbances. Intelligence test scores range from 68 to 100. The students have deficiencies in reading (grade levels range from second to tenth grade), math (grade levels range from third to ninth), and both visual and auditory processing problems. Although some students

have shown acting out behavior such as inappropriate verbal responses to some situations, most are controlled within the structure of a high school setting.

Overview

The purpose of RRISE is to enable students to function in the least restrictive environment, while at the same time providing the support necessary for academic and social success. The underlying program philosophy is to provide the maximum mainstream experience for students who are possible diploma candidates but have not met with success in present programs and who would most likely drop out of school if there were no special help provided.

RRISE was designed for students who are not able to succeed in the resource room program but are too socially aware to be appropriately placed in a self-contained special education room.

A special education teacher travels with the group into regular low-level academic classes. Class sizes range from 15 to 20 students, with 5 to 10 RRISE students. The special education teacher performs duties necessary to enable the RRISE students to succeed in the regular classroom. This assistance may require modification of the subject content and mode of presentation, helping the students with reading, and in general observing and accommodating individual strengths and weaknesses. For one period daily, the RRISE students meet in the resource room with the special education teacher for remediation and review of regular classroom material.

Grading and Promotion Policies

If a student passes a course, he or she is promoted. If the student fails and after reevaluation it is felt that the program is appropriate and the student can do the work, the course must be repeated. A student will graduate with a regular diploma when New York State requirements are met, or with an annotated diploma after 12 years of school attendance.

Staffing

Administrators assist in scheduling, evaluation, and disciplinary referrals. Academic area teachers direct instruction. The special education teacher assists individual students with independent work, adapts work to students' abilities, reads test questions to students who need it, and makes worksheets and reviews for use in the resource room. An aide is assigned to the program to assist special and content area teachers.

Program Evaluation

Course grades and individualized education program (IEP) goals are monitored annually. Questionnaires are also used to assess student and regular class teacher attitudes toward the program.

Students enrolled in RRISE have tended to increase their participation in extracurricular school activities (e.g., track, cheerleading, clubs, and attendance at social events such as the prom). The local Special Education Parent-Teacher Association has cited the program for its effectiveness.

Funding

Funding is local.

SOUTH CAROLINA

Resource Alternative Testing Program

Horry County School District
Socastee High School
Socastee Boulevard
Myrtle Beach, SC 29577
(803) 293-5707

Contact Person: Mary Lou Burton

Setting and Background Information

The program was established in 1984 and is located in a suburban setting. Each week it serves approximately 40 students, aged 14 to 21, who are handicapped by learning disabilities, mild mental retardation, and emotional problems. Their intelligence test scores range from 55 to 100. They generally have low reading levels, poor skills in following directions, and such test-taking anxiety that their performance is additionally impaired.

It was found that resource students were weak in test performance in regular classes. The biggest problem was related to their inability to read and comprehend test directions and questions. Therefore, many handicapped students were unable to communicate the information they did know in a testing situation.

Overview

The purpose of the program is to provide high school resource room students with assistance to enable them to take tests successfully when mainstreamed into regular required and elective courses. The underlying program philosophy is that resource students can achieve success in regular class programs when they are provided with a nonthreatening testing situation and appropriate modifications in test presentation.

With the consent of the regular class teacher, the students are responsible for signing up with a resource teacher to take a test at a certain time. Six resource teachers have set a schedule of periods in which students may take tests in their rooms. Two resource rooms are available during each period of the school day.

Resource teachers read test questions and directions, rephrasing them as needed to gear them to each student's level. Depending on the needs and skills of an individual student, either the student or the teacher records the student's responses. The students are also taught test-taking skills. Tests for vocational courses may also be administered by the resource teachers.

Grading and Promotion Policies

Completed tests are returned to the regular class teacher for grading. According to state school regulations, a South Carolina high school diploma is awarded if requirements as specified in the *Defined Minimum Program for South Carolina School Districts* are met. Alternatively, a certificate designed and issued by the school district is awarded to students who complete an appropriate program of prescribed special education during the high school years, or its equivalent.

Staffing

Six resource room teachers are involved in the program.

Program Evaluation

Test results indicate that students receive passing scores more often when regular classroom tests are taken in the alternative resource setting. Most regular classroom teachers support the program. Feedback from students, parents, administrators, and resource and regular teachers has been strongly positive.

Funding

Funding is local and includes the salaries of the resource teachers.

PROGRAMS FOR SPECIAL POPULATIONS

ARIZONA

Big Brother/Big Sister Program

Yuma Union High School Distict
3100 Avenue A
Yuma, AZ 85364
(602) 344-3825

Contact Person: M. Suzanne Spoden, Director

Setting and Background Information

The program was established in 1984 on the Yuma High School campus and in 1986 on the Kofa campus to serve a rural setting. It serves approximately 50 students, aged 13 to 21, whose primary disability is emotional handicap. Intelligence test scores range from 70 to 130 and above. Learning problems are varied; there are learning disabled and high-functioning educable mentally handicapped students among those served. All students qualify under DSM III labels. Problem areas include depression; schizoid and oppositional disorder; victimization by molestation, rape, abandonment, and physical and sexual abuse; substance abuse; and so on.

Overview

The purpose of the Big Brother/Big Sister Program is to provide disturbed adolescents with positive, rewarding experiences; encourage volunteerism through role modeling; improve relationships among adolescents, their peers, and authority figures; encourage alternative life styles; and address the behaviors that engender probable delinquent or psychological maladjustments.

The underlying philosophy of the program is that, with proper manipulation of environmental factors, emotionally handicapped (EH) students may experience success and realize that emotional problems are not unique to them, and they can develop and use problem-solving techniques to gain emotional maturity and life-coping skills.

All students are enrolled in a psychology of life class. They meet with junior high and elementary school EH students for 1 hour per

week. At the junior high level, they participate in group therapy and encounters. At the primary level, they participate in playground and recreational therapy.

The Big Brother/Big Sister students are provided with group therapy, behavior modification, role modeling, and peer counseling. Some are employed part time in social service agencies.

Grading and Promotion Policies

All students in the psychology of life classes receive the grade of "A."

Staffing

Group facilitators are responsible for supervision and transportation. Other staff members include a school psychologist, two special education teachers, and a school psychometrist. There is volunteer participation by community substance abuse counselors. Inservice staff development is provided by school psychologists.

Program Evaluation

Evidence that the program is successful has been obtained from the students' high school report cards, their self-evaluations, the high school teachers' evaluations, the elementary teachers' comments, and the school psychologists' assessments, as well as from student-prepared IEP's. Ongoing procedures for continuing evaluation also include compiling parents' comments, tracking student requests to enter the program, and monitoring referrals and support by community agencies.

Funding

Funding for the program comes from a $5,000 grant from Action-Big Brother Program and a local school district soft match.

COLORADO

Language Expansion Program

Thompson School District R2–J
535 Douglas Avenue
Loveland, CO 80537
(303) 669-3940

Contact Persons: Patricia Lee; Barb Blomberg (303/669-3550—Conrad Ball Jr. High)

Setting and Background Information

The program was established during the 1985–1986 school year and is located in an urban setting. Each year it serves approximately 90 students, aged 12 to 16, from the seventh to ninth grades, whose language differences and deficits have interfered with their academic achievement. Intelligence test scores range from the low 80's to the low-average level.

Overview

The purpose of the program is to improve the understanding and use of language as it relates to school subjects and to survival in the world, as well as to improve overall communication skills, both verbal and nonverbal.

The underlying program philosophy is that students at the secondary level can still benefit from speech and language services, but the pull-out system does not work. By having a class that meets daily during a regularly scheduled time, earning elective credit and a letter grade, the students are more motivated and "buy into" the program better.

The individual needs of students identified as having articulation, fluency, voice, or other communication disorders are met via traditional pull-out, individual, and/or small group therapy sessions.

The Language Expansion Program is conducted in three junior high schools in Loveland and one in Berthoud. Students attend the class 1 period per day, 5 days a week, as part of their routine schedule. Some other class has to be dropped to accommodate the language class.

The language expansion curriculum includes language comprehension and listening skills, cognitive skills, language production and conversational skills, and survival language skills.

Grading and Promotion Policies

A behaviorally oriented daily grading sheet is used. Grades are received on worksheets, tests, and quizzes. The set-up is much like that of the regular classroom, with the total number of points earned divided by the number possible to compute the grade. Letter grades are used.

Students are promoted on the basis of their language class performance, their regular academic performance, teacher input, and formal test results. The IEP, which is prepared for each student, may dictate graduation requirements.

Parents are invited to all staff meetings. There is conference time with language expansion teachers during parent-teacher confer-

ences, and teachers are available if parents request a meeting. There are no formal regular parent meetings.

Staffing

One speech/language specialist serves the three junior high schools in Loveland. Responsibilities include all traditional therapy and implementation of the expansion class curriculum at each building. The fourth junior high school, located in Berthoud, is served by a speech/language specialist who team-teaches the class with a learning disabilities teacher. Traditional therapy at the two elementary schools in Berthoud is also included in this assignment.

During the planning year of the program (1983–1984), the two district speech therapists were employed for an extra week in the summer to develop the curriculum in detail. Others who were involved in the planning year included an outside language consultant, who ran a massive screening procedure with the assistance of graduate students in speech pathology from the University of Colorado, and a project assistant.

Program Evaluation

End-of-year testing with the original evaluation battery showed general growth. Over a 12- to 16-month period, 19.9 months of growth were indicated in expressive vocabulary and 14.75 months of growth were shown in receptive vocabulary. Ongoing procedures for program evaluation include end-of-year testing; regular education teacher evaluations of individual student progress; review of achievement tests as they become available; and student evaluation.

Funding

Funding for the Language Expansion Program comes from Thompson R2–J School District. Approximate annual operating costs have been $27,000 for salaries and $500 for supplies.

GEORGIA

South Metro Psychoeducational Program

180 Poole Creek Road, SE
Atlanta, GA 30354
(404) 762-7900

Contact Person: Robert Gordon, Director

Setting and Background Information

This is one of 24 centers in the Georgia Psychoeducational Network. It was established in 1978 in an urban/suburban setting, and it serves approximately 350 students annually. Age range is 15 to 19 years, and intelligence test scores generally range from 65 to 125.

The academic learning problems of the students are secondary handicapping conditions that are primarily the result of behavioral and/or emotional problems. These problems include conduct disorders, noncompliance, and inability to deal with authority figures. Some of the students have experienced court involvements.

Overview

The purpose of the program is to provide comprehensive services for severely emotionally disturbed and severely behavior disordered students whose problems are so severe that daily functioning and progress at home, in school, and in the community is inhibited. Each student is treated individually according to individualized education program (IEP) goals, within an academic/therapeutic setting. The program is housed in a self-contained special education school facility. It is the most restrictive placement for students from the area served.

The curriculum includes individualized academic instruction in small classes (limited to 10 students) and vocational and career development courses in horticulture, ceramics, carpentry, auto mechanics, woodworking, agriculture, cosmetology, and office aide skills.

Regular conferences with juvenile court officers are held as needed, as well as progress staffings with the Atlanta Regional Hospital. Parents are involved in bimonthly parent-therapy groups and in field trips and observations.

Grading and Promotion Policies

A majority of the students follow a typical high school schedule and earn credits toward graduation. Grading, promotion, and graduation practices are in accordance with those of each local education area served and are based on the student's academic functioning.

Staffing

The program staff includes a director, program coordinators, consulting psychiatrists, psychologists, parent workers, social workers, art and music therapists, speech therapists, sensory integration therapists, state-certified educational support therapists, licensed teacher aides, and clerical assistants.

There is inservice staff training and development for both paraprofessional and professional staff members throughout the year, starting 1 week before school opens. There are visitations with other psychoeducational programs, monthly meetings with other human service organizations, and workshops for specific staff needs.

Program Evaluation

The program keeps records based on a behavior modification system, quantitative achievement and advancement, and the number of students successfully treated and mainstreamed. The program is monitored and evaluated annually by the Georgia State Department of Education, periodically by the U.S. Department of Education, and continuously by the local education district. The program has received commendation from the Georgia State Department of Education.

Funding

Financial support for the program comes from Georgia State Department of Education Grants on federal funds (Public Law 89–313, Title VI–B). There is no cost to the child, family, or local school system.

ILLINOIS

City-Wide High School Program for Hearing Impaired Students

Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
(312) 890-8659

Contact Person: William F. Pahle, Coordinator

Setting and Background Information

The high school program in its present form was established in 1982, and is located in an urban setting. Approximately 280 hearing impaired students aged 13 to 21 are served each year. Some of the students also have secondary handicaps of learning disabilities, mental retardation, vision impairments, and orthopedic limitations. Their intelligence test scores range from below average to superior.

Overview

The city-wide High School Program for Hearing Impaired Students provides special education services to students whose residual hearing is not sufficient to enable them to understand the spoken word and develop language, thus causing extreme deprivation in learning and communication. These students are usually identified as deaf or severely hard of hearing. Additionally, students receive special education when their hearing losses are of a sufficient degree to prevent full awareness of spoken language, thereby limiting normal language development and academic achievement. These students are usually identified as having moderate or moderate to severe hearing losses. A total communication philosophy is adhered to for students with severe and profound hearing impairments. Even secretarial positions require sign language skills. Students with moderate hearing losses may be served in the total communication program, but they are usually placed in programs where manual communication is used incidentally.

The goals for each student are developed on an individual basis; the consistent focus being to help the student in the following five basic areas: compensation for the auditory impairment; development of language concepts and communication skills; adjustment of the content, emphasis, and rate of the academic learning experience; self-awareness and the creation of a positive self-image; and career education, which encompasses not only vocational skills and work attitudes but all living skills, including the constructive use of leisure time.

In the instructional program, 88 different classes are offered by 45 teachers of the deaf and hard of hearing. Additionally, in this instructional program, four teachers who are qualified to teach students with learning disabilities, physical handicaps, and mental handicaps team teach and consult with the teachers of the hearing impaired so that the identified needs of these multihandicapped students can be appropriately served. Resource room services are provided by 12 teachers in 27 other schools.

Career education concepts are infused throughout the curriculum. A special curriculum exists for home economics; wood, plastics and print shops; computer training; cooperative work training; and a prevocational contract shop. Students who attend resource room programs are mainstreamed into a large variety of vocational shops—many of them very specialized, such as horticulture, food service, aviation power, aviation air frame, computer maintenance, and business machine repair.

In the largest single cluster of students (170), which includes all of those with profound and many with severe hearing impairments, classes are offered in sign language, communication through

movement, communication through television, and "deaf awareness," which is an offering designed to promote knowledge of deafness and its culture.

The City-Wide High School Program for the Hearing Impaired receives direct services in safety instruction from the Chicago Police Department. Group counseling services in the schools by qualified social workers from a private agency are provided as a supplement to Board of Education social work services, and weekly after-school social activities are planned and supervised by the Chicago Hearing Society. Substantial funding comes from the Illinois Department of Rehabilitation Services for providing salaries to students in school and private-sector job placements. Psychiatric, neurologic, opthalmologic, otologic, and audiologic consultations are provided by various medical centers in the Chicago area.

Grading and Promotion Policies

Students are graded on their academic performance or success in achieving whatever goals have been established for them. If possible, promotion and graduation requirements are the same as for any student enrolled in the Chicago Public Schools. A student who is unable to meet the standard graduation requirements but achieves the IEP goals progresses through a modified program and receives a regular high school diploma.

Staffing

An audiologist, psychologist, two social workers, two counselors, four speech teachers, a curriculum specialist, a school nurse, and a vocational evaluator work with the largest cluster of most severely impaired students. In addition, a vocational counselor representing the state of Illinois Department of Rehabilitation Services provides direct services to students in the school for approximately 10 hours per week. Six interpreters provide assistance in both academic and nonacademic settings. Of the 67 staff members who serve this severely and profoundly impaired population 17 (including 14 teachers) are themselves hearing impaired.

All instructional staff meet the certification requirements for teachers of the deaf and hard of hearing as specified by the Board of Examiners of the Chicago Public Schools. Teachers who team teach with them hold certificates for the area of handicap that particular student needs require as determined by the goals and objectives of their IEP's. All support personnel meet local and state requirements for certification. Paraprofessionals meet whatever requirements are specified for their job classifications as determined by the Chicago Public Schools Bureau of Career Service Personnel.

The program is administered by a coordinator assigned to the Bureau of Physically Handicapped Children, a division of the Chicago Public Schools Department of Special Education. This administrator is responsible for coordinating services to approximately 300 students in 28 high schools. Slightly more than half of these students are served in one school that serves as the instructional center for severely and profoundly hearing impaired as well as multihandicapped students. The coordinator regularly visits all school sites; participates in all multidisciplinary conferences; makes all school placements; monitors staff assignments, being sure that appropriate services are available where needed; communicates with other departments within the system regarding the various support services available from and needed by the hearing impaired program; monitors the implementation of appropriate curricula and the purchase of appropriate educational materials and equipment; provides inservice training; assists parents in making their associations with the schools as productive as possible; and in general, sees that all services provided are in compliance with local, state, and federal regulations. One team leader and one head teacher assist the coordinator in fulfilling these responsibilities.

Staff development is provided monthly at the building level for at least 1 hour, at the administrative district level for one-half day per year, and by the program coordinator on an ongoing basis. Speakers addressing topics of general interest, sharing among staff by demonstration and group discussion, and necessary procedural presentations are the most frequent modes of providing inservice training.

Program Evaluation

The Stanford Achievement Test (1983 ed. for the hearing impaired) is administered annually. Academically, students demonstrate average or above-average gains in reading and math each year they are in high school. On the average, students gain more in reading during the 4 years of high school than during the 8 elementary grades.

The most valid measure of the effectiveness of an educational program is the determination of how well its graduates have met their career potentials. A study to evaluate the social and vocational achievement of students who have recently left the program is presently under way.

Funding

Funding for the program is local.

DuPage/West Cook Regional Special Education Association Secondary Program for the Hearing Impaired

Hinsdale South High School
7401 Clarendon Hills Road
Darien, IL 60559
(312) 887-1730 Ext. 289 (VOICE) TTY (312) 887-7366

Contact Person: Mrs. Jane M. Landis, Chairperson

Setting and Background Information

The program was established in 1966 and is located in a suburban setting. Each year the program serves approximately 84 students with hearing impairments. Ages range from 14 to 20 years.

The Hearing Impaired Department exists to serve students who, because of hearing impairment, require an educational approach geared to specific communication needs, that is, the total communication approach, which includes use of residual hearing, use of visual channels, sign language, speech reading, and the written word. The objectives of the program are as follows:

1. To equip each student to take his or her place in society.
2. To encourage continuing growth as a person.
3. To make students aware of their academic and vocational potential and the options open to them.
4. To educate the school and the wider community concerning the potential and needs of hearing impaired citizens.

In preparing the students for their future roles as citizens, a course of instruction consistent with the Hinsdale South High School curriculum, but adapted in consideration of the hearing impaired student's special needs, is followed. This means that students are mainstreamed in some instances, with appropriate support services such as interpreting, note-taking, and help in a resource class. Students are otherwise served in self-contained special classes that parallel regular classes as much as possible, but in which the setting and materials can be modified as required.

Support services for students who are mainstreamed in regular classes include the following:

1. Tutors—available to hearing impaired students. Tutors may also assist mainstreamed students in securing a student notetaker.
2. Interpreters—available to students for mainstreamed classes, assembly programs, and/or special school programs.

3. Instructional aides—available to assist the teaching staff in providing individualized instruction in the classroom.

Special Program Features

Students with junior and senior class status are considered for enrollment in the DuPage Area Vocational Authority (DAVEA). DAVEA provides a comprehensive vocational-technical education for high school students whose career objectives are related to vocational-technical fields. Students are bused to the center (located in Addison) for half-day sessions each day. A teacher of the deaf serves as a resource person to students and staff. Interpreter service is also provided. During the other half of the school day, students attend classes and participate in extracurricular activities at Hinsdale South High School. Credits earned at DAVEA can be used to satisfy the 20.75-unit graduation requirement. A maximum of 3.0 units of credit can be earned yearly through DAVEA course work. DAVEA offers junior-senior level programs in the areas of applied sciences, business-marketing, industrial skills, media-technology, personal-public service, and transportation.

Grading and Promotion Policies

The program follows the regular high school procedures for grading and promotion.

Staffing

The program includes a principal, department chairperson, counselor for the hearing impaired, social worker for the hearing impaired, seven interpreters, a job coach, a prevocational coordinator, two and one-half secretaries, and thirteen teachers. Inservice sessions are conducted throughout the year. All staff members are involved in the district-wide Instructional Improvement/Personnel Evaluation Program, which focuses on performance improvement of all certified personnel.

Program Evaluation

The program is currently participating in a total school district 3-year reevaluation plan. Annually, the program conducts a follow-up study intended to identify the comparative status of graduates in terms of employment, occupations, income, and continuing education.

Funding

Sources not specified.

MARYLAND

Chronic Health Impaired Program (CHIP)—Secondary School Focus

Baltimore City Public Schools
811 West Lanvale Street
Baltimore, MD 21217
(301) 396-0912

Contact Person: Sylvia Matthews, Program Facilitator

Setting and Background Information

The program was established in 1975 and is located in an urban setting. A miniumum of 600 students through the age of 21 who have chronic health impairments are served by this program annually. Impairments include cystic fibrosis, sickle cell anemia, juvenile diabetes, arthritis, cancer, and asthma. The majority of students have intelligence scores in the normal range, yet many function below grade level academically as a result of frequent school absence. Most of the students show no behavioral adjustment problems, although some find it difficult to accept and cope with their illness in a positive fashion. Consequently they may become less independent, suffer lowered self-esteem, and become manipulative in behavior.

The Chronic Health Impaired Program (CHIP) is designed to meet the needs of students with chronic health problems that interfere with their ability to attend school on a regular basis. When students are unable to attend school regularly, they lose pertinent information necessary for mastery of skills and tasks. Yet these chronically ill students do not qualify for services under the ordinary home and hospital regulations because of the intermittency of their absences.

The CHIP Program addresses the problems of high absenteeism, increased drop-out rate, low academic achievement, and grade repeating. It attempts to combat these problems by providing supplementary educational services to students when they are unable to attend school due to illness.

Once a student has been approved for program entry, a CHIP teacher is assigned as case manager for a period of 1 school year. The CHIP teacher works together with the classroom teacher(s) to provide an effective educational program for the student. When the student is absent and notifies the CHIP teacher, instructional services based on the classroom teacher's plans are shared with the

student at home or in the hospital. Since the student is responsible for the completion of the same assignments as classmates, he or she is marked "present" on the school roll.

CHIP counselors provide vocational, career, and educational counseling to individual students and their parents. The CHIP program manager provides contact between families, teachers, schools, and doctors, which is often essential to understanding the student's problems and coordinating the efforts of health professionals and educators. Staff members also interpret medical information for teachers, students, and families. They take an active role in referring students to other services in the community.

Special Program Features

Statistics show that people with chronic illnesses have a harder time entering and remaining in the work force. Through Blue Chip-In (a city job-find project) and the Sickle Cell Anemia Foundation, a specific number of job slots are set aside yearly for secondary CHIP students. The students must meet specific requirements for employment. They are paid minimum wage and placed in positions that will help prepare them for the world of work. In the winter months, over 50% of the eligible students are employed as peer tutors. They serve as role models to the elementary CHIP students and aid them in developing reading, mathematics, and study skills; completing home assignments; and coping with chronic illness.

Grading and Promotion Policies

The students receive percentage grades from the CHIP teacher that are based on the amount of time absent from school with services. For example, there are 45 teaching days in a quarter. Fifteen absences would mean that one-third of the percentage grade would come from the CHIP teacher. Grades given by the CHIP teacher are averaged in with the classroom teacher's grade for a final rating.

Students enrolled in CHIP must meet the regular promotional and graduation requirements set by the Baltimore City Public Schools, but they are exempted from the promotional attendance policy.

Staffing

The program is staffed by a manager who has direct supervision responsibilities for all staff. Teachers, a school nurse, and counselors are also employed. Staff development activities include in-house monthly staff meetings with outside speakers and bimonthly individual meetings to discuss problem cases. Staff members also

participate in a minimum of 15 staff development meetings in the schools to discuss program policy and lecture on subjects of concern about health impaired children in schools.

Program Evaluation

At the end of each calendar year, an evaluation report is submitted to demonstrate student progress and program accomplishments. Since CHIP has been in effect, the following evidence has been documented:

1. Absenteeism has dropped by more than 50% for the chronically ill students enrolled in the program.
2. Seventy percent of the CHIP students achieve satisfactory or better standing as measured by their standardized scores, report card grades, and classroom instructors.
3. Nonpromotions of CHIP students have fluctuated between 5.0% and 8.2%, as compared to 15.0% for the total school system.
4. Fewer than 1% of the students enrolled in CHIP have dropped out of school.

Additionally, CHIP is recognized by the Vanderbilt University Public Policy Study as being a model educational support program for chronically ill children.

Funding

The program is funded by the local education system under the Home Teaching Office, Division of Pupil Services and Special Education. Special funding for nonacademic activities has come from the following organizations:

- Local Sickle Cell Anemia Foundation (funding job slots, conference trips, dental care).
- Baltimore's Blue Chip-In Job Program (funding for job slots).
- Lung Association of Maryland (funding for a spring and fall swim program for asthmatic students).
- Local business awards and scholarships for students.

MICHIGAN

A Secondary Program for Personal Adjustment

Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054
(313) 858-2121

Contact Persons: Bev Palmer; Cora Houchens, Program Developer and Trainer, 1050 Woodbridge, St. Clair Shores, MI 48080, (313) 774-6580

Setting and Background Information

The program was originally established in 1975 in a suburban setting for 40 students (10 students per class, 4 classes per semester) aged 15 to 25. Intellectual test scores ranged from 75 to 125 and above, and the students' handicaps included educational, learning, emotional, and physical problems. Academic achievement levels ranged from first through twelfth grades.

In its present urban setting, the model program is taught in grades 10 through 12 as a scheduled special education course entitled "Personal Growth." This course is selected by students, teachers, counselors, or parents and written into a student's individualized education program (IEP). Students receive one-half unit of credit toward graduation.

The program covers three major areas of personal adjustment—identity, interpersonal relationships, and values—for which 70 performance objectives have been written. A hierarchy of ideas and topics has been developed, with detailed outlines of daily lesson plans. Each lesson plan includes the area of personal growth, method of presentation, instructional goal and objective, strategy, and materials.

The program may be adjusted, and it can be implemented by either teachers in basic classrooms or teacher consultants. The hierarchy of skills can be taught using only the first 20 weeks of lesson plans or a total of 40 weeks of lesson plans for one full school year. The daily presentation of these skills is the strength of the program, but it requires specific training, teacher, and resources. The setting is a regular-size classroom with 10 students in each class. The students and the teacher sit in a circle for most of the daily lessons. Verbal discussion is the prime source of interaction and mode of delivery, with little writing required. Three class

sessions are held daily, thus giving direct service or instruction to a total of 30 students on a regular basis 5 days a week.

Grading and Promotion Policies

Letter grades are used, and the course is applicable to promotion and graduation for one-half unit of credit.

Student feedback forms have been used for evaluating social skills and positive emotional responses. Daily evaluation is stressed, so grades are given for participation in class discussion, listening ability, self-disclosure, frankness/confrontation, and interpersonal communication. Besides a daily grade, students are given an oral 6-week test and a tape-recorded final examination.

Staff

The course is taught by a special education teacher or teacher consultant.

Staff Training

Preparation for adoption of the Personal Adjustment Program and initial training of special education staff requires a 2-day presentation by the program developer. The first day provides an overview of the affective curriculum and its associated hierarchy of skills. Steps for using the manual (containing extensive daily activities with objectives) are reviewed. The second day provides guided practice in the use of the curriculum, specific logistical considerations and implementation guidelines, and simulations of the use of the manual. A specific action plan for implementation in the adopting district is developed during this session.

Program Evaluation

Posttest results on the Interpersonal Communication Inventory and the Piers-Harris Children's Self-Concept Scale after 1 year indicated an average increase on the former of 10.44 points [$T = 3.84$; 8 *df*; p (.06)]. Average gains on the Piers-Harris were 7.56 points [$T = 3.44$; 8 *df*; p (.09)]. The program has been recognized in Michigan as a model program.

Funding

Local funds are used. Annual operating costs for program materials are approximately $150 per class.

NEW HAMPSHIRE

KIDS (Kids in Difficult Situations)

Portsmouth High School
Portsmouth, NH 03801
(603) 436-7100 Ext. 253

Contact Person: Paulette Hoeflich

Setting and Background Information

The program was established in 1980 and is located in a suburban setting. Approximately 30 students, aged 14 to 21, are served. The students have average or above intellectual ability. They are referred for emotional disturbances ranging from chronic acting-out to excessive withdrawal. Some students have specific learning disabilities.

Overview

Kids in Difficult Situations (KIDS) is a regional program available to students whose primary educational handicap is severe emotional disturbance. The program is an effort to change the maladaptive behavior that prevents these students from learning in traditional ways.

Underlying the KIDS program philosophy are the following specific purposes:

1. To provide appropriate learning environments for students in the public schools that include social, emotional, vocational, and academic support to increase success in regular education programs.
2. To teach age-appropriate social coping skills.
3. To improve self-esteem through positive reinforcement via techniques of behavior modification and individual/group counseling.

The uniqueness of this program is its emphasis on providing therapeutic services to students and their families on a weekly, biweekly, and monthly basis. The emphasis on providing an appropriate educational program in the local public school allows the student to remain in the community and continue to be an active member of the family unit. The approach of a family intervention model rather than solely a crisis intervention model has been instrumental in ensuring successful experiences for students in the

family. School inservice training is ongoing for the KIDS staff and other school personnel.

Grading and Promotion Policies

The KIDS students follow a regular high school schedule with classroom modification as necessary. Students receive letter grades just as their nonhandicapped peers. School Board policy states that when a student has completed all goals and objectives as outlined in the individualized education program (IEP) by the placement team, the student will receive a regular high school diploma.

Staffing

The KIDS staff includes teachers, therapists, paraprofessionals, and peer-tutors. There is ongoing teacher training, consultation, and program development with other school districts.

KIDS staff members are involved with the local juvenile justice, mental health, and health and welfare agencies. They are also involved in residential and group homes, supervised work placement, and community incentive programs that affect the lives of students in the program.

Program Evaluation

A record of entrance and exit criteria has been kept since the beginning of the program. A follow-up study has been published.

Ongoing procedures for program evaluation include daily behavioral charting, realistic privileges and consequences, and feedback from classroom teachers.

The KIDS program was presented at the annual conferences of The Council for Exceptional Children in 1983, 1984, 1985, and 1986. It has also been presented at conferences in New York, New Jersey, and New England.

Funding

The program is funded by the Portsmouth School District and by tuition for students from other districts. Approximate operating costs are $9,250 per student annually.

NEW YORK

Total Involvement in Education (TIE)

One High School Drive
Baldwin, NY 11510
(516) 223-8100

Contact Person: Mr. Lew Lachman

Setting and Background Information

The TIE program was established in 1974 in a suburban setting as a self-contained class of girls, aged 15 to 19, who were of average intelligence but were academic underachievers and emotionally and behaviorally disordered.

Overview

The objective of the program is to provide an atmosphere in which educational and emotional assistance is offered so the students can earn a high school diploma. It provides alternative academic instruction in English, social studies, mathematics, and science. In English, the students concentrate on reading, writing, and listening skills for effective communication. In social studies, they concentrate on current events and problems and issues that relate directly to today's teen-age youth. In mathematics, they deal with problems that affect them directly as consumers, workers, and citizens. Other instruction is concerned with proper speech usage and good health habits. Also included are bachelor survival, psychology of family living, industrial arts, and home economics.

The students perform community services in the elementary school, and they receive one credit per year as student interns. Class meets 5 times a day, 5 days a week, with 2 mornings per week of community service.

Grading and Promotion Policies

Grading is based on the quantity and quality of the work done in class. Promotion and graduation policies are based on Carnegie units, as in the regular high school program.

Staffing

The TIE program is served by a multidisciplinary staff that includes a special education guidance counselor and teacher, social worker,

school psychologist, and school nurse. There is weekly contact with the mainstream teachers. Administrative staff support the program with budget, liaison with parents, and job placement.

There is a yearly staff development day, inservice courses are conducted, and graduate courses are available.

Program Evaluation

The records indicate that 96% of the TIE students graduate. They have gone on to vocational training, office work, and 2- and 4-year colleges.

Funding

The program is funded through regular state aid and local school district monies. There is approximately $500 expended for special instructional supplies and another $500 for food for the brunch held for administrative and ancillary personnel and mainstream teachers who have been involved with the programming.

CAREER, VOCATIONAL, OR TRANSITIONAL PROGRAMS

ARIZONA

Pinal County Special Education School's Simulated Work Activity Training (SWAT)

Pinal County Special Education
Eleven Mile Corner Rural Branch
P.O. Box 3125
Casa Grande, AZ 85222
(602) 723-5371

Contact Person: Peggy Anderson, Resource Coordinator

Setting and Background Information

Pinal County covers 5,000 square miles of a remote rural area that is essentially desert, although some land has been reclaimed for agriculture. The population is sparse, averaging 17.7 persons per square mile. The unemployment rate is 19% and socioeconomic conditions are generally depressed among this multicultural population. The county has 19 school districts, most of which are small, rural, and remote. These districts cannot provide full programs when they have only a small number of children with handicaps.

The Pinal County Special Education School serves 95 moderately to severely handicapped students, aged 5 to 22, from 17 of these districts. Twelve other such students are enrolled in a similar program in an annex in Kearny, a location 80 miles away. The Special Education School shares a rural campus location with the Mary C. O'Brien School, an "accommodation school" that provides regular education for migrant children.

Of the students currently enrolled, 30, aged 14 to 22, have been placed in the Simulated Work Activity Training (SWAT) Program.

In its present form of organization the Pinal County cooperative special education program was established in 1977.

Overview

Curricula at the Special Education School are based on the Behavioral Characteristics Progression (BCP) developed by the

Santa Cruz County District in California and (for very low functioning students) the Hawaii Early Learning Profile (HELP).

The BCP is a nonstandardized continuum of behaviors in chart form. It contains 2,400 observable traits called *behavioral characteristics*. Ages and labels have been discarded, and the behavioral characteristics are grouped into strands that begin with the primary characteristic in a category and proceed toward more complex characteristics. Strands generally end with characteristics that approximate what society considers appropriate adult behaviors.

HELP provides objectives and activities in developmental sequences and small, incremental steps. It presents a comprehensive picture of a student's functioning skills, which aids in planning the student's education.

While prevocational preparation is emphasized at all levels of the special education program, students between the ages of 14 and 22 are enrolled in programs that provide a succession of hands-on experiences and guide them in applying academic, functional, and prevocational skills in an employment situation. All students in this program receive a small hourly stipend for work performed in shop classes, simulated work activity training, campus and off-campus work experiences, vehicle care, maintenance, and gardening. Other vocational programs in which students participate, but for which they are not paid, include work adjustment counseling, banking and shopping, and home economics. The students may be involved in other vocational programs at the same time they participate in simulated work activity training, but the SWAT Program is the starting block for all vocational options. It was developed to help prepare students for future employability. Under the supervision of certified staff and with the assistance of paraprofessionals, the instructional program involves work adjustment, developing employable worker behaviors, productivity, and vocational-related academics as they apply to the workshop situation.

Students attend the SWAT Program for 2 hours in the afternoon and come to know it as their "job." During this time staff and students work together on achieving the following objectives: (a) coming to work on time and punching in; (b) going to their preassigned work stations independently; (c) starting to work at the assigned time with no verbal cues; (d) working quietly; (e) staying on task for 20 minutes; (f) appropriately indicating that help and/or parts are needed from the supervisor; (g) meeting assigned quotas; (h) completing work samples above quota; (i) cleaning up the work area; and (j) identifying their time cards and punching out.

Objectives for the SWAT Program were developed in correlation with the BCP curriculum. They include the following categories:

- Entry Level Behaviors to SWAT: Objectives which the classroom teachers are working on in order to prepare their students to enter the SWAT Program.
- Worker Behavior Training I: E.g., checking in/out of the workshop, sitting in a seat for an extended period of time, and attending to task or working for different percentages of the workshop time.
- Worker Behavior II: E.g., using proper social greetings and farewells; responding to the supervisor's verbal directions; following all workshop rules; and behaving courteously to peers, staff, and visitors.
- Production Training: E.g., producing work to meet a group norm, being able to recognize work samples that are assembled incorrectly, and meeting a certain specifically designed quota.

These objectives are now included in each SWAT student's individualized education program (IEP) so that parents are aware of their children's vocational programs. A SWAT evaluation checklist is also sent home with the report cards so that parents can see their children's progress in this portion of the vocational program.

Students are assigned specific work samples to assemble or disassemble. They keep track of completed samples by using a number board which enables them to see how many work samples they have completed and how close they are to meeting their assigned quotas. Supervisors circulate to assist students, monitor behavior, and count work samples. Supervisors keep data on each student for every 20-minute time period. These data are recorded and used to assess each student's progress, set and adjust work quotas, and help determine the student's production level in relation to future employability.

Ideas for several of the work samples and for training with them were taken from the Wisconsin Stout Vocational Program and the research of Marc Gold, creator of the "Try Another Way" philosophy. Several additional work samples were later developed by various staff members of the Pinal County Special Education School vocational team.

A currency-based token economy is used as a vehicle to motivate students to attain basic vocational goals. This SWAT money is used to increase production; reduce disruptive behavior; increase appropriate worker behavior; encourage punctuality; control out-of-seat behavior, talking out inappropriately, aggressiveness, and distractibility; and as a motivator for subsequent learning of math skills. It is also used as an interim payment/reinforcement program for pay day and shopping trips. When students exhibit positive behaviors or meet their production quotas, they receive a "SWAT dollar,"

which can be exchanged at a token economy store for such items as soda, raisins, puzzles, games, records, jewelry, make-up, paper, and pencils.

The Pinal County Special Education School program provides a comprehensive array of ancillary services in addition to its educational programs. These services include occupational therapy, psychological services, speech and language therapy, and health care and physical education programs, as well as food and transportation services. Other educational, vocational, or social programs to help students on a one-to-one or group instruction basis may be requested by the school and obtained through Project Support, a program administered under the direction of the Arizona Department of Education.

Grading and Promotion Policies

The programs were designed to enable students to achieve a high level of success with minimal pressure. Student achievement is continuously charted and monitored via the BCP and HELP programs. The requirements of the SWAT vocational training component are also approached in this way. The IEP is the reference point for periodic assessment of student achievement.

Staffing

The Pinal County Special Education School is staffed by

- Nine special education teachers plus a person who works half-time as a teacher and half-time as the job developer.
- A vocational education coordinator.
- A resource coordinator who works with teachers and students on music, art, physical education, swimming, some home economics instruction, and some inservice training.
- A full-time speech/language therapist and aide.
- A full-time nurse.
- A full-time psychologist.
- A full-time principal.
- A 40%-time occupational therapist.
- A full-time occupational therapist aide.
- Nineteen full-time teachers' aides, including shop aides.
- Six foster grandparents.
- Three office staff members.
- Two maintenance workers/bus drivers.
- A cafeteria manager and a kitchen worker shared by the Mary C. O'Brien School.

Throughout the year, the school provides regularly scheduled inservice training for its staff. Staff members also receive 9 inservice days as part of their contracts.

Program Evaluation

The Pinal County Special Education School has been recommended by Arizona evaluators as one of the best rural schools in the Southwest. The SWAT Program was elected one of the best programs in special education in Arizona.

Funding

The Pinal County Special Education School is supported by monies from federal, state, and local school district sources. The SWAT Program has not been analyzed separately for costs. The approximate annual operating cost for the full school program is $1,000,000.

FLORIDA

Pinellas County Vocational Program for Exceptional Students

1895 Gulf-to-Bay Boulevard
Clearwater, FL 33575
(813) 442-1171

Contact Person: Dennis Whipple, Supervisor of Vocational Education for Exceptional Students

Setting and Background Information

The program was established in 1980 in a suburban setting. Approximately 4,000 students, aged 15 to 22, are eligible for services in grades 8 through 12. About 1,000 are attending vocational centers or participating in on-the-job training. The program serves students with all types of exceptionalities whose intelligence test scores range from 50 to 100. It accommodates a broad range of educational difficulties. To be eligible for the vocational training segment of the program, students must have their behavior under control. Some leeway is allowed, but excessive problems can be tolerated for only a limited time.

Overview

The purpose of the program is to provide work evaluation, vocational instruction, and job placement and follow-up to disabled students. Referrals come from secondary level middle schools, high schools, and exceptional education centers. Scheduling for work evaluation is done at the district level. Scheduling at the vocational centers is done cooperatively between the sending secondary school and the receiving vocational center.

Instruction is available in 25 various vocational trade areas. Training and subsequent job placements have been made in such areas as carpentry; agriculture; electrical wiring; auto body, mechanics, and parts work; warehousing; plumbing; culinary arts; floral design and horticulture; livestock care; welding; upholstery; photography; machine trades; accounting; hotel services; and commercial arts. New possibilities are constantly developed.

Career development, that is, instruction in employability skills, is provided in all exceptional student program areas. Guidance, counseling, social services, and psychological services are available to all students. Parents are involved from the time of referral through graduation.

Grading and Promotion Policies

Grading at the vocational centers is on a Pass/Fail basis. The instruction is competency-based. Students move at their own pace. The vocational centers operate on an open-entry, open-exit basis. Students may enter at any point in the school year and receive a vocational certificate, regular diploma, or special diploma when they complete training.

Staffing

The supervisor of the program oversees its total operation. The job development staff members primarily place students in jobs and follow up on their progress. The work evaluation staff assesses the vocational potential of the students, and the vocational resource teaching staff provide vocational trade area instruction. Paraprofessionals assist in all program areas. All staff except paraprofessionals must be certified in exceptional education. Continual staff development activity takes place. Daily contact between exceptional and vocational staff is vital.

Program Evaluation

All records are continually updated in order to determine areas of deficiency. The program has been used as a benchmark for vocational/exceptional programs in Florida, with many visitors as

well as presentations at conventions and conferences all over Florida and at the annual Council for Exceptional Children conventions.

Funding

The program is supported by federal, state, and local school district funds. The approximate annual operating costs are between $300,000 and $350,000.

Judy Andrews Center—Vocational High School Program for Exceptional Education Students

129 North Merritt Street
Pensacola, FL 32507
(904) 453-2314

Contact Person: Richard E. Messmer, Jr., Principal

Setting and Background Information

This Center was established in 1980 in a suburban setting. It serves 200 students, aged 14 to 21, whose intelligence test scores range from 55 upward. The population includes severely learning disabled, educable mentally handicapped, emotionally disturbed, visually impaired, hearing impaired, and severely language impaired students. The students must be functioning below fifth grade level in one or more areas when entering high school. They must be able to control their behaviors. Typical referral problems are noncompliance with classroom or school rules, school avoidance, low motivation, and poor self-concept.

Overview

The purpose of the program is to assist special education students to complete high school with an exceptional diploma and a vocational certificate. The goal is for every senior to complete high school with a permanent, paying job in the competitive job market.

The Judy Andrews Center Program focuses on strengths of the students rather than deficits. It is an alternate choice to exceptional student education programs in regular high school. The program consists of the following four parts:

1. *Academic education*, in order to meet the standard number of credits required to complete high school, as well as required vocational courses.

2. *Remedial education*, which is designed to assist students in identifying and completing the competencies necessary for the required state tests for graduation.
3. *Behavioral education*, which provides a systematic tracking approach to monitoring, recording, and analyzing three important employability behaviors. Students earn points in class for being on time, demonstrating appropriate attitudes, and demonstrating good work habits.
4. *Vocational education*, which offers students opportunities to gain marketable skills by the time they leave high school through programs specifically designed for them in agriculture, business, food service, industrial arts/building construction, and life management skills.

In order to enter the work program, Judy Andrews Center students must first achieve 80% of their behavioral points on a consistent basis. Students are counseled in areas of primary need so they can achieve this necessary behavioral consistency.

In Phase I of the work program, students work on campus for 1 year as student assistants. They work for one period per day and gain elective credit toward graduation. In Phase II, students are provided school transportation and work off-campus for three to four periods a day, for a minimum of one semester. Students gain elective credit toward graduation. A coordinator visits and counsels the students during this phase of the program.

In Phase III, in accordance with their individualized eucation programs (IEP's), students progress to a paid work site. Training sites are selected on the basis of a student's demonstrated areas of strength as determined by performance on previous training sites, work evaluation, and/or availability of an appropriate job. Depending on the student's performance, as determined by the employer, these training sites may result in permanent jobs. During this phase of the program, students gain elective credit toward their diplomas.

Grading and Promotion Policies

Students work at an individualized level and pace and earn letter grades based on expectation of their ability. Grades are published every 6 weeks by Management Information Service (MIS).

Diploma candidates must complete 4 years in high school, a state assessment test with appropriate remediation, and 24 specified credits. Students graduate through their home high schools.

The skills acquired in the vocational area are itemized on the graduate's vocational certificate.

Staffing

The Judy Andrews Center has a comprehensive professional, administrative, supervisory, and technical instruction and training staff whose functions are noted in detail in the Center's job descriptions. The Center staff is headed by a principal, who is directly responsible to the district's director of secondary education and director of special education.

Staff development is coordinated through a central office of the Escambia County School District. They are developed on an as-needed basis.

Program Evaluation

The program is evaluated through placement of its students. The ongoing procedures for program evaluation include continual updating in each program area so that the shops can stay competitive for the markets in which the students will eventually be employed.

This program has been recognized by the Florida State Department of Education as an exemplary program, and the State of North Carolina has used it as a model.

Funding

The Judy Andrews Center is funded by the State of Florida (FTE's). Approximate annual operating costs are $650,000.

ILLINOIS

Transitional Work Adjustment Project

Northwest Suburban Special Education Organization
500 South Plum Grove Road
Palatine, IL 60067
(312) 359-2112

Contact Person: Kenneth S. Kozin, Coordinator

Setting and Background Information

The program was established in 1983 and is located in a suburban setting. Approximately 50 students aged 16 to 21 are served each year. The program serves students with mental impairments, learning disabilities, behavior disorders, visual impairments, and

hearing impairments. The students' intelligence test scores range from moderately impaired to average. Students are referred to the program because of social and behavioral difficulties.

Overview

The purpose of the program is to strengthen the working relationship between the public schools and the community, which together can enhance the success of students who need additional support in order to become responsible workers.

The students served by the project are those whose needs cannot be met through their local high school district programs. The majority of these students either have had repeated failure in school or community positions or have been unable to locate employment; lack realistic goal-setting skills; and lack understanding of their self-potential and capabilities.

Upon referral from a multidisciplinary staffing, that has had parental approval, the student is placed into the Transitional Project for 2 1/2 hours per day for 4 to 16 weeks. Length of placement depends on the student's individual needs and achievement of individualized goals. Students participate in a lab experience that uses community-based simulated work projects.

The goals and objectives of the program are as follows:

1. To mobilize and specifically direct the student's energy into the work situation.
2. To expand the student's capacity to cope with work pressures, tensions, and demands.
3. To develop the student's interpersonal relations with coworkers and supervisors.
4. To maximize the student's level of functional ability in the work situation.
5. To provide meaningful and correct job data for the recruitment and selection of workers.
6. To furnish the vocational counselor with information needed for the delivery of more effective student counseling.
7. To determine training needs and develop appropriate training programs.

To meet the career objectives stated in students' individualized education programs (IEP's), the Transitional Project staff members provide job-readiness and preemployment instruction, and individualized work orientation in the local high schools' special cooperative work training classes. The focus on "what is positively employable" stresses appropriate work habits and behaviors on the job. Students receive instruction through a variety of teaching

techniques and methods, including role-playing (student and staff), entertainment (vignettes performed by the staff), films, large and small group instruction, written tasks, and numerous hands-on activities. The curriculum is designed to involve students as active participants in the learning and problem-solving process and to emphasize the development of communication and work orientation skills.

The second component of the Transitional Project consists of job training sites. Students are placed there after successful completion of the Lab. The job training component provides the services of a coordinator who task-analyzes in-school and community jobs and assigns and supervises a job trainer to work with each student individually until that student can function effectively on the job before the on-site supervisor is asked to assume the responsibility. This component also provides the opportunity for students to rotate job sites, thus allowing more exposure to a variety of jobs within the community and school districts.

Staffing

The following staff members are involved in the project: superintendent, LD/BD coordinator, Transitional Project job training facilitator, vocational adjustment counselor, Transitional Project outreach counselor, Transitional Project traveling vocational evaluator, prevocational coordinator, teacher aide.

Program Evaluation

Program evaluation efforts include the following:

- Ongoing monitoring, consultation, and continuing internal evaluations by administrative staff assigned to the project.
- Minimum of quarterly meetings of the Transitional Project Advisory Council to access project activities and provide input into the project's management plan.
- An agreement with the University of Illinois College of Education to serve as an outside project consultant in providing assistance in designing evaluation tools to measure project effectiveness, help collect and analyze data, and participate in project graduate follow-up studies.
- Surveys sent to local district consumers of services and parents of participants to measure project effectiveness.

The program received an award for outstanding achievement from the Illinois Vocational Association.

Funding

The program receives its funding from local sources, government grants, and philanthropic grants.

KENTUCKY

Work Transition Program (WTP)

Jefferson County Public Schools
4409 Preston Highway
Louisville, KY 40213
(502) 456-3290

Contact Person: Joyce A. Paul, Coordinator, Exceptional Child Instructional Services

Setting and Background Information

The program was established in 1985 and is located in an urban setting. Twenty-one students aged 18 to 21 were served during the first year. Students enrolled in the program have moderate mental handicaps, with intelligence test scores ranging from 30 to 50.

Overview

The purpose of the program is to facilitate the transition of moderately mentally handicapped students from high school to successful paid or volunteer employment. The program philosophy is based on the premise that students in this population are capable of obtaining and maintaining some type of competitive employment after supportive instruction in actual job sites.

This program permits students to spend up to 3 years in full-time on-the-job training prior to graduation. The goal is to have each student placed in a "permanent" integrated work setting and linked with an adult service agency prior to graduation.

The program was a natural and logical extension of the district's Community-Based Education (CBE) Program. The Work Transition Program focuses on the vocational domain of the CBE program.

The program is housed in one of the district's vocational education centers in the downtown business district. The rationale for this setting is that it is age-appropriate, all high schools feed into the center (which facilitates transportation over the 675-square-mile district), and the students also have easy access on foot or city bus to many work training sites.

The students meet as a group at the vocational school for about 30 minutes at the beginning and end of each day. The rest of the day is spent at community work sites. One adult usually accompanies a group of three to five students. Each student trains at about three work sites per week.

Academic skills are taught only as necessary to support independence on the job. Related services such as audiology and occupational therapy are provided on a consultation basis.

Special Program Feature

All students are linked with a vocational rehabilitation counselor. Linkages are established with adult service agencies so that each student is assured of on-the-job support as needed after graduation. Students are taught to commute independently from home to work site.

Grading and Promotion Policies

Letter grades are not assigned. Enrollment in the Work Transition Program is noted on cumulative records. Progress reports are made to parents informally on a weekly basis.

There is no promotion policy. Students must be at least 18 years of age when the school year starts and may remain in the program until the end of the school year after turning 21. Students participate in all graduation-related activities (including class ring, school pictures, etc.) at the high schools they would otherwise have attended. Students do not earn Carnegie units. At graduation, they receive certificates of achievement, rather than standard diplomas.

Staffing

The program is staffed by two vocational education teachers, two TMH-certified teachers, and two paraprofessionals. All six adults accompany students to work sites. Only the teachers establish new work sites. Administrative personnel provide ongoing support and direction.

Staff have previously participated in 15 hours of training in community-based education, and spend 1 full week as a team prior to school opening, jointly developing program design and operation.

Program Evaluation

Since the program is relatively new, evaluation data are not available. Program evaluation will consist of data on job placements obtained and maintained, as well as feedback from parents, training site personnel, and employers.

To date, one student has been placed in full-time competitive employment (assembly line manufacturing). Three training sites have expressed an interest in hiring a student thus far. Media coverage has been positive, and community agencies that serve retarded individuals have written support letters. The local Board of Education also has expressed strong support for this program.

Funding

Funding is provided locally and by the state.

LOUISIANA

Alternative Vocational Program for Exceptional Students

Terrebonne Parish, Louisiana, School System
711 Grinage Street
Houma, LA 70360
(504) 851-1550

Contact Person: Mrs. Dena C. Yarbrough, Director, Special Education Department

Setting and Background Information

This program was established in 1978 in a suburban area located southwest of New Orleans. It serves approximately 600 students, aged 13 to 22, who have been identified by a multidisciplinary team as manifesting one or more handicapping conditions as they relate to learning deficits and as stipulated in Bulletin 1508, Pupil Appraisal Handbook, of the Louisiana State Department of Education. A specific level of intellectual functioning is not required for entry.

These students, as decreed by an individualized education program (IEP) committee, are not likely to be able to achieve the Louisiana minimum standards or earn a high school diploma.

Overview

If the state minimum standards are not to be a guide for the student's curriculum, an alternative program is designed, recorded on the IEP, and approved by each committee member. The parents, as committee members, are aware that their child will not earn Carnegie units or receive a high school diploma. However, they are

advised that the child will not be locked into the alternative program if progress is such that the child could meet the state minimum standards and earn Carnegie units.

The Alternative Program for Exceptional Students is a cooperative effort involving the Terrebonne Parish School Board in tri-biparty agreements with local, state, and federal agencies including the Vocational Rehabilitation Center, the Terrebonne Association for Retarded Citizens, the Job Training Partnership Act (JTPA) center, and the In-the-Job Training Program. Local merchants also serve as employers, consultants, and supervisors of students. The program provides consumer education, work adjustment, job skills instruction, and job placement for handicapped students who otherwise may never be able to maintain a home or adequate employment. Courses include structured academic content in language, citizenship and social education, consumer education, and career education. The vocational education special needs courses include home economics, plumbing, general business, industrial arts, carpentry, typewriting, and auto mechanics. A detailed outline for each alternative academic and vocational course is included in a descriptive handbook issued by the Terrebonne Parish School Board.

In the junior high school setting, at ages 13 to 14, the more academically deficient students are provided a half-day academic and half-day vocational program in their area school. They are provided 1 hour of basic language arts and math instruction and 1 hour of general career and consumer education in a self-contained classroom and are scheduled into regular or adaptive physical education for the third hour. They are provided 3 hours of job-related instruction in a vocational setting in one of two vocational schools in the parish. Students are enrolled primarily in prevocational courses during the first year and move to vocational coursework at age 14.

At age 15, within the junior high school setting, a 1-hour remedial English course, Language for Living, is offered as the first of four sequential alternative academic courses. Course activities and objectives are correlated closely with the state minimum standards for mildly handicapped special education students. One hour of developmental skills and one hour of physical education remain as part of the half-day academic curriculum. For the remainder of the day, the students are enrolled in the vocational courses at either vocational school.

After reaching age 16, students are enrolled in basic academics in a self-contained classroom at the high school setting and receive the same type of instruction as that provided at the junior high level, with more emphasis on job-related skills and higher level consumer education. Alternative academic courses at this level are

citzenship and social living (age 16), consumer education (age 17), and career education (age 18). The half-day academic schedule includes 1 hour each of developmental skills work, alternative course work, and physical education. Vocational instruction is provided at the two schools already in use for 13- to 15-year-old students or at the vocational rehabilitation center. After 2 years at this level, an appropriate academic course or elective may be substituted for a physical education course.

When students are identified as possibly job-ready by the vocational instructor, their names are given to the vocational evaluator. They are then scheduled into evaluation if their current vocational assessments are outdated or more information is needed. Each student referred to the evaluator is then staffed, with the vocational school principal, vocational evaluator, and vocational counselors present. The vocational counselors locate job openings, visit job sites, and develop a list of possible candidates for the jobs.

Another staffing is held to determine the appropriateness of possible placements. Parents and students are contacted to verify interest and the availability of transportation to the job site. Students are then given applications and assisted in the application and interview process.

An IEP conference is held if necessary. If a vocational program change is needed because of job placement, the IEP conference should be held at the vocational school.

Grading and Promotion Policies

Grades are given for achievement in both the academic and the vocational areas of the Alternative Program. A certificate of achievement, approved by the State Department of Education, is awarded when the student meets at least 70% of the program requirements *as stated on the IEP*. Students who do not meet 70% of the IEP requirements each year must repeat a given level. They must also meet parish attendance requirements. Commencement exercises and other related activities are scheduled in conjunction with the regular program.

At ages 13 to 21, there may be students who cannot cope with any aspect of the academic setting but can function adequately in a full-day vocational setting. After careful deliberation and a trial period in a half-day program, these students are placed in a vocational setting with academics limited to job-related skills in such areas as measurement and safety. Their participation in the program terminates according to age criteria or as a result of job placement. These students, too, must meet 70% of their IEP requirements and the parish attendance requirements before they are awarded a certificate of achievement.

Staffing

The Alternative Vocational Program staff consists of a large number of full-time and full-time-equivalency personnel. It includes 25 academic special education teachers, 14 vocational education instructors, 5 prevocational special education teachers, 15 special education aides, 1 secondary education facilitator, 2 vocational education principals, the director of Terrebonne Vocational Rehabilitation Center, 1 vocational evaluator, 3 vocational counselors, 12 cooperating academic principals, 7 school counselors, a JTPA coordinator, and 3 JTPA student aides.

Staff development and continued inservice training have been provided to teachers and administrators of all schools involved in the program through scheduled workshops on specific topics.

Program Evaluation

A follow-up survey was initiated in 1986 for the 50 students who had completed the Alternative Vocational Program during the 1985–1986 school year. Replies were obtained from 41 (82% response). Of this number, 2 were attending a trade or technical school; 2 had obtained a general equivalency diploma (GED); 5 had obtained a high school diploma; and 32 had received a certificate of achievement and did not receive further education.

More than half the respondents (24) were employed. None considered themselves homemakers. Two were enrolled in junior colleges. The program graduates were employed primarily in semiskilled (4) and unskilled work (16). Of this group, 11 rated their training as "a great help"; 19 rated it as "an average help"; and 11 rated it as "little or no help." The follow-up study will be continued.

The program is to be listed in the forthcoming Louisiana "Career/Vocational Training and Employment Resource Guide for Students with Handicapping Conditions." The program was validated in 1981–1982 by the State Department of Vocational Rehabilitation.

Funding

The Alternative Vocational Program for Exceptional Students is supported by monies from the Terrebonne Parish School Board and from state and federal sources. The estimated annual operating cost is $90,000.

MAINE

Entrepreneurship—Transitional Training from Classroom to the World of Work

Kennebunk High School
Maine Service Delivery Area #71
One Storer Street
Kennebunk, ME 04043
(207) 985-7156

Contact Person: Barbara R. Pillsbury, Director of Special Education

Setting and Background Information

The program is located in a rural setting. It was established in 1982 and serves approximately 40 students, aged 16 to 20, including those who are mildly to moderately mentally retarded, emotionally disturbed, and gifted.

Overview

The program consists of six "in-house businesses": horticulture; computer usage; custom car care; videotape recording; food service; and clothing repair.

The target population includes identified special education students and regular education students where appropriate. The program also aims to involve gifted and talented students in the managerial, corporate decision-making aspects of the businesses. These in-house businesses provide students opportunities to develop job skills; develop personal, social, and work attitudes demanded by the world of work; belong and achieve; gain occupational experiences to help determine career decisions; and possibly earn credit and/or money while learning.

Each business operates in its own area as follows:

- *Horticulture*. A section of grounds has been set aside at Kennebunk High School where perennials and shrubs are planted for resale to staff and community individuals. Students have the opportunity to experience a variety of activities such as planting, pruning, groundskeeping, use and care of tools, and responding to customers' needs. In addition, students have opportunities for various indoor activities such as wreath-making and plant care.
- *Computer Usage*. Students have the opportunity to learn functional use of computers through participation in this

program. One of their experiences is to learn to input financial and other records of the various businesses into a computer log.

- *Custom Car Care.* The custom car care business is a service offered to staff and community members. Students perform complete interior cleaning, exterior washing and handwaxing and polishing. Included in this work is protective treatment of vinyl, leather, plastic, and rubber surfaces. The teaching laboratory is the school district transportation garage.
- *Videotape Recording.* In this business, students learn the basic skills of videotaping. The service is provided to school and community clientele who may wish to have special events recorded on videotape. Examples might be weddings, dance recitals, drama productions, or the specialized senior activities package offered to graduating seniors and their families and friends.
- *Food Service.* A fully equipped kitchen and small adjacent dining room comprise the in-house restaurant at Kennebunk High School. Here students perform a variety of food service functions from busing and dishwashing to food preparation and waiting on customers. Besides serving the staff, the restaurant is open to the public. Prepared items are also made by the students and sold for special functions or group meetings as the catering aspect of the food service.
- *Clothing Repair.* Used clothing is refurbished by students for resale at school fairs or other functions. Handsewing, washer and dryer operation, ironing, and sewing machine use are some of the skills developed by students involved in this business. Students also operate an ironing service for staff and community patrons.

Each business operates on a varied time structure according to daily and seasonal needs and requests. The businesses are under the direction of individual special education teachers. The details of their particular areas are noted in the statement on staffing.

In addition to participation in the businesses, students are offered a program of evaluation, follow-up counseling, and placement via cooperative education or vocational school enrollment.

Special Program Feature

One of the main objectives of the program was to develop a special education team at Kennebunk High School from existing resources and resource people and to have them function in a pure form of team teaching. The individual strengths of the special education teachers are made available, through teaming, to all students having unique needs. Each special education teacher continues to be responsible for the special needs population in his or her area of

specialization (e.g., a teacher of the learning disabled is responsible for students with learning disabilities, etc.). However, all special education teachers cross over into each other's areas of responsibility when they have particular strengths that can benefit specific children.

The team members meet on a regular, formal basis to pool their resources, discuss strategies, plan programs, and discuss individual pupil needs.

Grading and Promotion Policies

In each assignment area the students are rated 1, 2, 3, or 4 (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent) on a series of performance objectives and a series of work characteristics. They are also rated "I" for "Independently" or "S" for "Supervised." The program is not yet in place for credit except for individual cases.

Staffing

The administrative staff consists of the superintendent of schools, the director of special education, the headmaster of Kennebunk High School, the cooperative education director, and the special education vocational education coordinator.

The instructional staff consists of eight teachers, each of whom has a specific responsibility for the direction of one of the in-house businesses.

Additional support staff include teacher aides, directors of maintenance and food services, a counselor for emotionally disturbed students, a speech therapist, a junior high school EMR teacher, and an art director. Nine students act as support personnel and participants in the various businesses. They help oversee operations of the combined business conglomerate.

Program Evaluation

There has been enthusiastic student, faculty, and community involvement. The businesses are operational and self-supporting. Ongoing evaluation procedures include evaluations by the cooperative education instructor and employers, vocational school instructors and in-house business instructors and team members.

Funding

The program was originally funded through a proposal submitted to the Department of Educational and Cultural Services, Bureau of Vocational Education. That grant has been phased out. The teacher position it supported is now funded locally, and the businesses are self-supporting.

Project LIVE (Learning in a Vocational Environment)

Maine Service Delivery Area #11
Special Services Office
R2D #5A, Cobbosee Avenue
Gardiner, ME 043451
(207) 582-7366 or 377-2500

Contact Person: Gary R. Plossay, Coordinator

Setting and Background Information

The project was begun in a rural setting in the spring of 1984. It serves about 80 mildly to severely mentally retarded students, aged 15 to 20, who were referred by the Winthrop and Gardiner area schools. These students are situated in in-school placements, sheltered workshops, work activity centers, and community placements.

Overview

Project LIVE is a transitional work experience program. Its specific objectives are to equip handicapped students with employable skills, to help them mature socially and personally, to help them develop independent living skills, and to provide permanent job placements.

The project provides prevocational assessment and vocational planning; job development; task and job analyses; one-to-one supervision at all job sites; 10-hour closely monitored student evaluations; time samplings, behavioral observations, and performance observations as needed; summer employment through Project LIVE or the Job Training Partnership Act (JPTA) center; permanent placement upon graduation; referral services for parents and students when needed; transportation; fundamental practical life skills programming as needed; and follow-up and support services to the program graduates.

Project LIVE is in compliance with the 6-point criteria established by the Maine Bureau of Labor Standards as follows:

1. Training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
2. Training is for the benefit of the trainees or students.
3. The trainees or students do not displace or replace regular employees, but work under their close supervision.

4. The employer who provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his or her operation may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Project LIVE rotates job sites every 90 days as mandated by the Maine Department of Labor, and it complies with all state and federal laws regulating nonpaid work experience programs. The students receive academic credit in lieu of pay for their vocational learning experience. More than 20 area business facilities have accepted Project LIVE student trainees.

Grading and Promotion Policies

Project LIVE does not administer tests. All testing is done by classroom teachers. Project LIVE staff may recommend that a specific test be given for information needed to facilitate job placement.

Project LIVE students are closely monitored in their job sites, where corrections and adjustments are made immediately, under supervision in the work setting.

Staffing

Project LIVE has a staff of four persons: a project director/job developer, who oversees the daily operation of the project and develops both temporary and permanent job sites; and three job counselors, who provide one-to-one supervision, transportation, and evaluation and monitor the vocational needs of each student.

Staff members conduct paraprofessional training and workshops for other school personnel. They work continuously with 35 businesses throughout the Kennebec Valley area, and they are constantly involved in a program of public relations.

Program Evaluation

During its first year of operation, Project LIVE had a 100% job placement record and a 100% record of continued employment with the same businesses for students placed.

The project uses a program evaluation and review system that focuses on client outcomes. It is continuously monitored and reviewed by the Special Education Director's Advisory Committee, Bureau of Vocational Rehabilitation, and Bureau of Mental

Retardation. It is also evaluated annually in accordance with procedures outlined by the Winthrop and Gardiner School Boards.

Funding

Project LIVE is funded by the participating regional schools in Maine Service Delivery Area #11 and by the State of Maine Bureau of Vocational Rehabilitation and Bureau of Mental Retardation. The approximate annual operating cost is $78,000.

MARYLAND

Vocational Education Program for Adolescents with Epilepsy (VEPAE)

Baltimore City Public Schools
811 West Lanvale Street
Baltimore, MD 21217
(301) 396-0896

Contact Person: Carol E. Rabin

Setting and Background Information

The program was established in 1978 in the large urban community of Baltimore. It serves approximately 175 students annually ranging in age from 12 to 21 and in intellectual functioning from test scores of 50 to 120. In addition to epilepsy, they have academic problems associated with learning disabilities or mental retardation as well as behavioral, adjustment, and psychiatric disorders.

Overview

The purpose of VEPAE is to prepare the participants for post-high-school competitive employment. According to the U.S. Department of Labor, individuals with epilepsy have the highest unemployment rate of any disability group. VEPAE attempts to break this pattern by providing counseling, school placement assistance, and work experience to disadvantaged youth with epilepsy.

The original proposal was developed by John M. Freeman, M.D., Director, Epilepsy Center, Johns Hopkins Hospital, and Ruth Pear, Division of Vocational-Technical Education, Maryland State Department of Education. After a 1-year pilot program at the community college level, it was felt that earlier intervention would produce more positive outcomes.

Support service is given on an itinerant basis at each participant's school. It includes counseling, work experience, agency coordination, and epilepsy education. Recently the counseling emphasis has focused on school attendance, behavior, and performance.

VEPAE students are enrolled in various basic educational programs (e.g., special education, vocational, or technical) in their individual schools. During the 1984–1985 school year, five students were enrolled in college preparatory programs. Most of the students are in trade and service programs such as carpentry, business, and custodial work. The VEPAE work program is conducted after school and during the summer at The Toy Factory—a basic woodworking shop that produces toys and wood products in quantity for sale under the trade name "Odyssey Woodworks." (The Toy Factory is a special project funded through the Baltimore Blue Chip-In and the Baltimore Summer Corps.)

The unique aspects of VEPAE are its coordination of services over a multiyear period and its provision for structured work experiences that require competitive employment standards of behavior, attendance, and performance.

Grading and Promotion Policies

VEPAE is not involved with the grading and promotion of the participants in their respective schools.

Staffing

VEPAE staff includes a project director, who administers the program, writes proposals for grants, solicits funds, and conducts inservice training; a counselor, who provides individual, group, and family counseling service coordination, school placement, and transitioning assistance; and a vocational associate, who manages, supervises, and operates the work experience program.

VEPAE staff members participate in workshops and conferences on epilepsy, employment, and special needs programs. They also provide inservice presentations on epilepsy to various faculty groups.

Program Evaluation

Nonpromotion and dropout rates of this high-risk group are consistently 50% lower as compared to the population of the Baltimore City Schools as a whole. Approximately 70% of VEPAE graduates enter training, college, or employment. Follow-up of graduates is conducted twice a year.

In 1983, VEPAE received an Award for Outstanding Achievement from the Epilepsy Foundation of America. It has also received commendations from the Maryland State Department of Education.

Funding

Funding for the program is provided by the Baltimore City Schools, the Mayor's Office of Manpower Resources, and the C&P Telephone Company. Approximate operating costs per year are $150,000.

MASSACHUSETTS

Center for Occupational Awareness and Placement

Merrimack Special Education Collaborative
160 Turnpike Road
Chelmsford, MA 01824
(617) 256-9148

Contact Person: Wendy Hanson, Director

Setting and Background Information

The Center is located in a suburban setting. It was established in 1979 and serves 55 mentally retarded, physically disabled, learning disabled, and multiply handicapped students aged 14 to 22. Their scores on tests of intellectual functioning range from 45 to 100, and they function academically from first through tenth grade. The main learning problems are attentional deficits, dyslexia, and various disorders associated with developmental retardation.

Overview

The Center for Occupational Awareness and Placement (COAP) is situated in a business-industrial environment to simulate the world of work. Also located in the building are a construction company, a software development company, and a jewelry company. This environment helps students to see a strong connection between their behavior and an employment setting.

All students are referred by their local school system. Each student is first observed by a staff person in his or her educational placement setting or home and then spends 1 to 3 days visiting the program before a determination is made as to whether or not

placement in the Center is appropriate. During this time all pertinent educational, psychological, and medical records are collected.

The program operates 12 months per year. Students attend classes Monday, Tuesday, Thursday, and Friday from 8:30 a.m. to 2:30 p.m. and Wednesday from 8:30 a.m. to 12:00 noon. They have approximately 4 to 5 weeks vacation per year.

Services provided include the following:

- *Educational services.* All students are assessed to pinpoint their reading, math, independent living, money management, banking, and job skills.
- *Vocational/career development.* All students participate in a trilevel system of career exploration. At first they go to nonprofit or public organizations to participate with full supervision in a nonpaid work experience with a small group of other students. There they begin to get the idea of responsibility and commitment to work. In the next phase they are employed in two COAP-operated businesses, the COAP Janitorial Services Company, and the COAP Maintenance Company. They explore the areas that they feel most competent in and begin to pursue specific jobs part-time within the community. After these phases of exploration, students enter the job placement phase, during which they look for full-capacity jobs.
- *Special interdisciplinary services.* The vocational staff and the educational staff work closely to provide a comprehensive program to students. Any students who need to receive outside services such as therapeutic counseling, occupational therapy, or physical therapy are encouraged to get them through their local school system or a local hospital after work hours. This simulates the adult's responsibility for receiving services outside of work hours.

Computers are used in classroom work for drill, practice, and simulation. Many students have gone on and used computers in their work sites, and some have obtained employment in computer/high technology disciplines.

Parents are always encouraged to participate in the development of educational plans, in program activities, and in reinforcing students' behavior at school and at work. There are approximately four parent meetings per year. Parents receive correspondence and telephone calls from program staff members while the students are out working to keep them up to date with progress that is being made. Parents are also encouraged to work with the job development staff to locate companies that are interested in hiring special needs people and to be part of the job development networking system.

Grading and Promotion Policies

The work done by students is not graded. They are given individual feedback on all their work, but there is no formal grading system. When transcripts are shared with the local school systems, there is a Pass/Fail rating system for courses required for graduation.

Students are considered ready to graduate from or terminate the COAP program when they have been competitively employed for at least a 3-month period. COAP does not grant high school diplomas but will provide the course work necessary so that a student can earn a high school diploma from the home school system. Students are terminated when they are capable of going into competitive employment or, if competitive employment is not a realistic possibility, at age 22, when they are assisted in making a connection with an adult service agency.

Staffing

The basic staff of COAP consists of a director and a coordinator, each of whom has a master's level degree, and a corps of certified special education teachers. Staff members are encouraged to attend professional development conferences supported by COAP. Annual training programs are held, and a weekly staff meeting provides staff with updated information and suggestions regarding pertinent journal articles, newsletters, and access to other educational material.

Program Evaluation

Each student is given pre- and posttests every year in reading, math, and independent living skills, which include health, safety, banking and money management, time concepts, and functional reading. An end-of-the-year report is compiled showing program effectiveness by class and by the program as a whole. Documentation is kept on all work experiences, and job development data are collected and summarized monthly.

COAP was originally funded by federal monies under Title IV–C. A full 3-year program evaluation was completed in 1983, with evidence of significant gains in educational and vocational areas. The curriculum units developed by COAP including the COAP job awareness curriculum, horticulture curriculum, building maintenance curriculum and food service curriculum, all have pre- and posttests and have been field-tested with documented, positive results.

In 1981, COAP was selected by the Massachusetts Department of Education as a Promising Practice in Alternative Education. COAP has been validated as worthy of replication as a model

vocational program by the ESEA Title IV–C state team. In December 1985, COAP received a governor's citation for collaborative efforts in training programs.

Funding

The COAP program is funded by tuition from local school districts, tuition from the Department of Mental Health for a minimum number of clients, grants to provide further job development services, and funding from industries such as Digital Equipment Corporation. Operating costs for approximately 55 students are about $450,000 a year.

Community Based Supportive Work Program

Newton Public Schools
Division of Curriculum and Instruction
Technical/Vocational Department
100 Walnut Street
Newtonville, MA 02159
(617) 552-7628

Contact Person: Daniel H. Malia

Setting and Background Information

The program was established in 1981 in a suburban community. It serves 48 students, aged 20 to 22, whose intelligence test scores range from 35 to 65. They present cognitive and multihandicapping impairments which include problems with vision, hearing, speech, and mobility, as well as social immaturity.

Overview

The students participate in a 3- to 5-year prevocational readiness program that includes academic instruction, special services as needed (e.g., speech, hearing, language) and instruction in daily living skills and skills of independent living, as well as social skills instruction training and vocational readiness activities. After a successful preparatory period, the students are placed in jobs in the community through a supportive work approach. A special education advisory council and a vocational education advisory council provide the nucleus of the employer network. There are four different work sites currently involved: a hotel, a nursing home, a manufacturing firm, and an electronics firm.

Grading and Promotion Policies

Student performance is graded Pass or Fail. When a student reaches the industry's standard for quality and speed he or she is offered independent employment.

Staffing

The Supportive Work Program is administered jointly by the director of vocational education and the director of special needs. The coordinator of special needs and vocational education handles the day-to-day supervision. An on-site supervisor directly supervises the students.

Initially, a special consultant was employed to develop staff job descriptions. Summer workshops have been held by the staff to develop curriculum and training schedules.

Program Evaluation

The success of the program is suggested by the fact that 83% of its participants have been placed in regular, independent employment.

The program is reviewed annually by its staff and by the advisory committees. The state vocational education and special education audit teams have evaluated the program and rated it highly. It has also received a Promising Practices award from the Massachusetts State Department of Education.

Funding

The program is funded by state and federal sources. The approximate annual operating cost is $50,000.

Entry-Level Training and Placement Program (ELTAPP)

Tri-County Vocational/Technical School
147 Pond Street
Franklin, MA 02038
(617) 528-5400

Contact Person: Gerald R. Toupin

Setting and Background Information

The program was established in 1978 in a suburb of Boston, and was originally called "Fast Foods." The program serves about 35

students, aged approximately 14 to 21, who range in intellectual functioning from mild to moderate mental retardation. Their academic level varies from about first grade to eighth grade. Some of the students are multiply handicapped, with physical, visual, and hearing impairments, and corresponding behavioral problems.

Overview

From its beginning, the program has endeavored to provide instruction to students within a regular secondary school situation, mainstreamed as much as possible, in food preparation, health, housekeeping, copy center, and electronics classes. Individual abilities and learning determine the areas chosen.

The instructional program has three separate subareas:

1. Prevocational instruction, i.e., why we work, how we work.
2. On-site vocational instruction, i.e., actual hands-on experience in the coffee shop, copy center, health area.
3. Placement in the community.

Some community placements are work-study placements, which are unpaid placements in a real setting (nursing home). Others are placements paid through grant monies reimbursed to the employer. Most are actual job placements, in regular work situations, paid according to the given area of employment.

The program schedule is a regular vocational/technical school schedule for this area. There are an A week and a B week; that is, one week of academics and one week of shop. In the senior year, shop usually consists of a real life cooperative placement. The student works in his or her field every other week.

By law, parent involvement is inherent in the program. Each student has an individualized education program (IEP) that stipulates all aspects of his or her education. The IEP team, consisting of teachers, counselors, parents, and student, make all determinations needed for the student's progress, leaving options open for responding to either quick success or failure, and adjustments are made according to need. Each student receives educational and vocational services according to need. Any special services required are given in the ELTAPP facility.

Grading and Promotion Policies

The ELTAPP grading practice is Pass/Fail, but the Tri-County Vocational/Technical School has a regular 4-year high school program and follows standard procedures for grading, promotion, and graduation. ELTAPP students may opt for a fifth year under Massachusetts law (PL 766 MA) due to its age limitation provisions.

Staffing

ELTAPP's basic staff includes a director, who is the special education coordinator; a vocational special needs teacher; a registered nurse, who is a certified health occupations vocational instructor; an academic teacher, who also does vocational and related teaching; a special education teacher, who is an academic and a prevocational instructor; a special needs teacher, who teaches academics and related course work as well as resource room classes; two teacher aides; a certified art teacher; a physical education teacher; and a special needs school adjustment counselor.

The services of a speech pathologist, a school psychologist, and other support personnel, including high school counselors, are readily available to the ELTAPP Program.

Staff development is accomplished by meetings and constant communication within the group. Although major areas of function have been assigned to each individual staff member, staff members are encouraged to express opinions on each other's areas.

The staff members were recently aided in their communication with one another by a psychologist engaged by the program coordinator to conduct several sessions on this important skill.

Program Evaluation

The ELTAPP Program is included in the periodic reviews of the Tri-County Regional Vocational/Technical School. The evaluation for 1983–1984 commended both administration and staff and commented favorably on the attractiveness and adequacy of the facility and its materials and equipment. Suggestions were made as to ways that potential job sites might be developed and better transitional placements might be attained. It was a positive, constructive document.

Funding

The program is funded by federal grants as well as Massachusetts Department of Education grants and the Tri-County School Committee. Since this is a regional school, each sending town is billed according to the number of students sent to the facility. The approximate cost of operating the program for 1984–1985 was $77,720.

MINNESOTA

Little Crow Vocational Model

Little Crow Special Education Cooperative
611 West Fifth Street
Willmar, MN 56201
(612) 231-1100

Contact Person: William Naylor

Setting and Background Information

The program was established in 1982 in west central rural Minnesota. It serves a student population of 500, aged 3 to 21, with all types of exceptionalities, learning, and behavioral problems. There are no restrictions as to behaviors unless the student is overtly psychotic, and there are no restrictions or limitations on level of intellectual functioning.

Overview

Precursors of the program begin at age 3 and extend through elementary school with focus on self-concept, development of social skills, and other prerequisites to success at the secondary level. The Vocational Model formally begins at the junior high level and extends through age 21 or until the student graduates, whichever comes first.

The major thrust of the Little Crow Vocational Model is to extend the school into the community so as to draw upon the diverse types of programs and services already available and reduce duplication and competition among community agencies. To this end, several agreements and individual contracts have been initiated with community agencies so that the schools can work in a cooperative relationship with these vital resources. This substructure of interagency agreements facilitates the essential services of joint planning and funding of formalized vocational assessment for high-school-age handicapped students; development of a joint individual career plan (ICP); consistent coordination, follow-up, and case management by all participating agencies; and appropriate training, work, and living options for each student following graduation from high school.

Work experience contracts have been formalized with West Central Industries, a sheltered workshop for adults, to provide work experience centers in the schools that would be very close to the types of operations provided in their own facility.

There are three distinct aspects of the Little Crow Model: assessment, curriculum, and vocational career options.

Assessment. A Computerized Curriculum and Evaluation Support System (ACCESS) provides ongoing curriculum-based assessment, which is a direct measure of student performance on particular objectives that have been the focus of instruction. The resultant score is criterion-referenced; that is, it tells whether or not, or to what extent, the student has mastered the task, not how his or her performance compares to the performance of other students on the same task. It directly measures specific behaviors rather than sampling behavior to represent performance on larger classes of behavior. The frequency of evaluation varies with the student and the objectives, depending on teacher judgment, rate of progress, complexity of the skill, frequency of instruction and need for documentation of achievement.

Evaluation data are stored in the computer and are made available in hard copy in the form of an evaluation summary. This report is of considerable instructional value in designing a daily lesson plan. It is also of particular value when documenting progress of students who make slow gains. This detailed report allows parents to be fully aware of their child's strengths, needs, goals, and activities.

The Career Assessment Center, located on the campus of the Willmar Area Vocational Technical Institute, is a secondary/postsecondary vocational evaluation and career planning program for individuals with special needs. Here the secondary student has an opportunity to experience hands-on vocational tryouts, explore vocational options through one-to-one counseling, and participate in a host of modern computer, audiovisual, and psychometric offerings.

The program typically lasts 5 days. Private housing and daily transportation at reasonable costs are coordinated by the center staff. Referrals are encouraged from high school special education personnel, counseling staff, and/or administration.

Each school within the educational cooperative conducts career-related assessments. These assessments have varying degrees of utility for special education students, depending on the degree and extent of their handicap.

A vocational evaluation is conducted by West Central Industries (sheltered workshop), on a contractual basis with the educational cooperative system. The length of the vocational evaluation is individually determined but is generally 1 to 4 weeks. It is individualized and modified to take into account each student's situation, strengths, and limitations. A variety of work samples, psychometric tests, and situational assessment techniques are used to assess aptitudes, interests, and work behavior. Individuals are

assigned to actual work situations during evaluations. Jobs are offered in a number of areas to give the student exposure to various occupations and test reaction to job pressure. A comprehensive report is prepared for each individual at the completion of the evaluation period.

Curriculum. ACCESS provides a sequence of realistic skills encompassing a wide range of student abilities and educational needs. Currently, 38 areas of instruction and over 2,000 goals and objectives have been developed. The sequence of the curriculum is not developmental in nature but is a logical approach to the organization of goals and objectives. There is frequently a hierarchy of behavior leading to goal completion. In serving as a guide to daily instruction, ACCESS provides a structure for the instructional program, but does not imply an instructional sequence that should be followed. A variety of resource materials and instructional strategies are used to promote generalization of skills to a variety of situations. Goals and objectives fall into the major domains of academics, semi-independent living skills, vocational skills, and leisure skills.

The specific curriculum content consists of a regular high school 9-week career education unit taught by either a school counselor or a social studies teacher. Many handicapped students are mainstreamed into these classes. There is also a follow-up unit conducted in the student's senior year. This may consist of a formalized class taught by either the social studies department or the guidance staff, or it may be a personal interview conducted by the guidance staff with the student's parents.

There is a cooperative work experience program arrangement with four schools, and an independent living skills/functional academics curriculum provided in a community transition class. ACCEPTS (A Curriculum for Children's Effective Peer and Teacher Skills) is a social skills curriculum designed to teach critically important teacher and peer-to-peer social behavior competencies essential for successful adjustment to the behavioral demands of mainstream settings.

Preventing Sexual Abuse is a curriculum developed by the Minnesota Programs for Victims of Sexual Assault. It is designed to make students with disabilities aware of situations in which they may be vulnerable to sexual assault and to provide some skill training in methods to protect themselves from getting into a vulnerable situation. This curriculum uses role-playing as a primary teaching technique. It is used with upper elementary, junior, and senior high school students.

The Project Awareness curriculum was developed by the staff at West Central Industries and is used at the secondary level in the public schools. The purpose of this curriculum is to assist students

in improving interpersonal skills needed to function appropriately in social and vocational activities. Specific curriculum items include understanding individual limitations and strengths, self-concept, dealing with praise and criticism, decision making, social relationships, basic communication skills, and social responsibilities. Instructional strategies include role-playing and group discussions.

Career Options. A continuum of vocational services is needed to meet the needs of handicapped persons at all levels. The Little Crow Model consists of the following eight options:

1. *Second Shift.* This work activity employment program takes place at West Central Industries. Students spend some time in habilitative services (to continue learning independent, functional skills). Eligibility is based on productivity of students; it is for students who do not yet qualify for sheltered work training. Community agencies barter services to meet students' needs, (Family Services provides homemakers, Intermediate Care Facilities of the Mentally Retarded provides the kitchen facility for training, the schools provide an aide to teach use of public transportation, etc.).

   This project is primarily for post-secondary-age students who have previously "fallen through the cracks." It will be used with secondary-age students as deemed appropriate by the interdisciplinary team.

2. *Sheltered Work Training.* The Willmar Model uses sheltered work training for the more severely handicapped students. This highly structured work setting usually provides the first hands-on work experience for high school students. Although it is located within the high school, the environment is designed to simulate an industrial or workshop setting. Students spend 2 to 3 hours a day in this setting. Tasks include light assembly, packaging, sorting, and collating. Goals center around vocational habits and work attitudes. Students are paid on a piece rate for the work they produce. Work is provided through a cooperative arrangement with West Central Industries.

3. *Work Adjustment Training.* Work adjustment training serves students who have successfully completed sheltered work and are ready for a less restrictive placement. It is designed to teach practical skills in the areas of maintenance and kitchen assistance. The training site is situated in a school building separate from the high school where the students receive the rest of their academic programs. Supervision is provided by a special education teacher who provides skilled instruction in commercial maintenance tasks. Students receive pay for the work they do. The primary objective of this program is to decrease

the amount of supervision given to students and establish a routine that includes a wide variety of individual tasks.

4. *Actual Business Learning Experience (ABLE).* ABLE is a hands-on vocational experience geared toward teaching interpersonal skills to adolescents having difficulty in traditional class settings. Students operate a model company where they design, manufacture, and market various wooden products and earn a share of profits in the company based on teacher ratings of productivity and social behavior. Emotionally disturbed students from the adolescent treatment unit at the Willmar Regional Treatment Center participate along with students from Willmar Public Schools. This serves as the least restrictive alternative for some handicapped youth.
5. *Work Experience Training.* This level is reserved for students who are ready for community-based work placement. Work experience training is a cooperative arrangement between four schools in the educational cooperative. The primary purpose of this program is to provide an on-the-job placement within the community; it includes a related seminar that meets once a week to teach employability skills. The ultimate goal of the program is to provide a vocational experience that will allow entry into community employment upon graduation. Work stations are selected on the basis of the individual strengths of the students. Students are supervised primarily by the employer, with consultation and assistance from the work experience supervisor.

   Students are paid for the work they do. Examples of work sites include grocery stores, fast food establishments, and restaurants. Work sites will be expanded to include additional jobs for students with more severe handicaps.
6. *Work Experience Career Exploration Program (WECEP).* Daily community-based experience is provided to disaffected junior high school students who are potential dropouts. The program also includes a class that focuses on career exploration and employer/employee relations.
7. *School-to-Work-Transition.* This program consists of the procedures or interactions necessary for the smooth transition of handicapped high school graduates to the world of work. It involves many discussions and staffings with community agencies that provide services to handicapped adults, including the Department of Vocational Rehabilitation, Family Social Service, West Central Industries, Day Achievement Centers, and Intermediate Care Facilities of the Mentally Retarded. During a student's last year of high school, an interagency committee designs and recommends a vocational residential situation that best meets the needs of the individual. Parents are involved and

are introduced to key people who will be significant figures in future programming for their son or daughter. Because the members of this interagency committee are familiar with all of the resources available to young adults in the local community, the most appropriate options can be offered to handicapped individuals.

8. *Six-E Transition to Work*. The Transition to Work Program is a unique approach for helping handicapped individuals who can benefit from semiskilled vocational instruction. The instruction is individually geared to a job in which the individual has already been placed.

The program addresses a population of handicapped individuals who do not currently have the opportunity to achieve their highest potential. Prior to the Transition to Work Program, this population has "fallen through the cracks," either being placed in a sheltered workshop setting or attempting a traditional vocational program. With a more individualized instructional approach, these people are capable of developing vocational skills and becoming financially self-sufficient.

The program combines pretraining placement, job-specific training, and job coaches at both the training and job sites. This helps ensure the transition to successful long-term employment.

Grading and Promotion Policies

The Little Crow Vocational Model is criterion-referenced, and its grading and related practices are accommodated within the ACCESS operation already described.

Staffing

The model is part of the Little Crow Special Education Cooperative. By virtue of its extensive agreements and individual contracts, the program benefits from a wide array of school and community personnel who provide administrative, supervisory, instructional, guidance, and vocational counseling.

Program Evaluation

Interagency cooperation has been excellent. Minnesota Department of Education and Department of Vocational Rehabilitation staff regard it as extraordinarily successful.

Funding

The variety of cooperating resources that have contributed to the support of the Little Crow Vocational Model does not lend itself to

a conventional statement of annual operating costs. Both federal and state funds are involved. The largest source of revenue comes from state education funds. The total annual operating cost for the complete program of secondary special education in the Little Crow Special Education Cooperative (of which Little Crow Vocational Model is a part) is estimated at $2 million.

NEBRASKA

Special Education Vocational Education Program (SEVEP)

North Platte Senior High School
1000 West 2nd Street
North Platte, NE 69101
(308) 532-5561

Contact Person: David Brunelle

Setting and Background Information

This program was established in 1977 in a small urban community of 30,000. It serves 20 mentally handicapped students aged 16 to 19, who have general learning deficits and whose intelligence test scores range from 52 to 75.

Overview

The purpose of SEVEP is to prepare students to function, insofar as their capabilities permit, as independent, self-supporting members of the community. SEVEP students are referred by classroom teachers and counselors. They spend four periods per day with the special education instructor and three periods per day in vocational classes and/or the work-study program.

Students are instructed in career education, vocational reading, everyday math skills, and life skills (skills for independent living). They are enrolled in regular vocational classes, such as metal working, welding, record-keeping, adult living, and food preparation. The special education work study program is available for SEVEP students. A sheltered workshop is used for students who need a more supervised job training site. Independent living skills such as cooking, sewing, shopping, using hand tools, and doing laundry are worked into the weekly schedule as much as possible.

SEVEP students are encouraged to participate in the high school athletic programs. Students who are unable to qualify for a regular sports program in the high school and show interest in the adaptive sports program offered by the Special Olympics program may participate as long as they follow the guidelines. Special Olympics programs currently available include bowling, basketball, swimming, track and field, and frisbee.

Grading and Promotion Policies

SEVEP students are given the same number grades, 1 through 5, as are the other students. The highest rating is "1"; "3" is average; "5" is failing. The numbers are equal to letter grades A through F. Since SEVEP students are given assignments at their levels of capability, the only ways they can fail are by not participating in the assigned tasks or missing more than 9 days of school each semester.

Students graduate upon completion of 150 credits of course work (25 credit hours each semester for 3 years). SEVEP students are required to attend class in the program for 6 semesters. Upon graduation, they receive the same diploma as the other students in the high school.

Staffing

The SEVEP instructor is also the program coordinator. He is responsible for developing curriculum; selecting materials and equipment; conducting educational diagnosis and testing; establishing parental contacts; providing inservice training and contacts with regular classroom teachers; scheduling field trips and speakers from the business community; supervising student employment; supervising paraprofessionals and volunteers; and monitoring student progress in regular classes.

Administrative staff are responsible for funding requisition, assistance in disciplinary matters, overall staff supervision, and program evaluation. Support personnel provide diagnosis of learning potential, counseling, scheduling of outside services, and staffings. Paraprofessional personnel provide small-group and individual instruction under supervision of the coordinator and perform clerical duties.

There is a general inservice training session and individual contacts as needed with regular teachers on classroom adjustments for SEVEP students.

There are close contacts with community service organizations, field trips with SEVEP students to local businesses, an employers' inservice workshop, and a program of guest speakers from the

business community who visit the SEVEP classroom. There is also a Businessmen's Special Education Work-Study Advisory Council.

Program Evaluation

SEVEP was selected in 1984 as one of ten outstanding programs in Nebraska. It was recognized as a visitation site by the State of Nebraska for other secondary education programs.

Funding

SEVEP is a public school program. It is funded by state and local funding and has also received contributions from charitable organizations. The approximate annual operating cost is $29,500.

NEVADA

Adapted Experience-Based Career Education Program

Special Education Department, Secondary 7–12
White Pine County School District
P.O. Box 400
East Ely, NV 89315
(702) 289-4851

Contact Person: Virginia B. Terry, Special Education Coordinator

Setting and Background Information

The program was established in 1979 and is located in a rural setting. Approximately 65 students, aged 13 to 21, who have mental handicaps, emotional handicaps, and learning disabilities, are served. Students' intelligence test scores range from moderately impaired to normal. Some students demonstrate aggression, delinquency, withdrawal, and insecurity.

Overview

The purpose of the program is to provide a challenging and meaningful education for students certified under Public Law 94–142 guidelines. Each student has an individualized education program (IEP) which provides for instruction in academics, life skills, and job awareness and preparation both in the school setting and in the community. The program strives to impart to each

student the knowledge that he or she is a person of positive value who is entitled to be looked upon with respect and who has innate capacity for growth. Adaptations for this program were made from the Experienced-Based Career Education model.

Experienced-Based Career Education (EBCE) for special education students offers an alternative to traditional educational approaches. This approach offers a flexible high school program of highly individualized learning that uses direct experiences in work and community settings.

The following features of EBCE are especially suited to high school special education students:

1. The provisions for learning are experiential, direct, and "hands-on."
2. The expansion of career horizons includes knowledge of the adult world and handling one's self in real-life situations.
3. The special education students are taught through an individualized program that includes career and vocational education.

The program operates according to the regular school policies. Three teachers are assigned specifically to this program, along with counseling, administration, and support personnel. Students are scheduled into the program during the regular school hours and can be placed in the program for the entire day or for one class period.

All required courses are offered with assistance to students in the program. Additional support includes individual or small-group instruction for areas called for in the IEP. Students are also encouraged to develop their personal interests through individualized support assistance.

The community, vocational education courses, mentorships, counseling, aptitude tests, and other resources are all used to expose and develop vocational skills and career development as much as possible. Students are presented with 12 units of study, including experiential learning in community-based settings. At completion of the program, students are qualified, on an entry-level basis, for seven different job cluster areas: food services, automotive maintenance, building/grounds maintenance, retail sales, beginning office work, child care, auxiliary health care, and teacher's aide duties. Special interdisciplinary services available through this program include counseling and consulting with regular classroom teachers.

Grading and Promotion Policies

Students can be graded on a Pass/Fail basis or receive letter grades, depending on what they and the IEP committee decide. Students can also be assigned to a regular classroom and graded by the resource teacher. Students earn a regular diploma if they meet state

requirements regarding credits and competency—even if all credits are resource class credits. Students earn a special education diploma if it is specified in the IEP.

Staffing

The three teachers are certified in all areas of special education required for the categories of students served. The counselors, superintendent, and program coordinator have special education backgrounds.

Evaluation

Follow-up of the program graduates for the years 1983, 1984, and 1985 show that all are currently employed.

Funding

The program is funded with state units for special education and district administrative funds.

UTAH

Utah Community-Based Transition Project

Basic Skills Class
Roy High School
2150 West 4800 Street
Roy, UT 84067
(801) 825-9766

Contact Person: Brad Ferguson

Setting and Background Information

The program was established in 1985 in a suburban setting. It currently enrolls six students ranging in age from 17 to 21. They are classified as severely multiply handicapped/severely intellectually handicapped. Intelligence test scores range from "untestable" to about 50. The types of learning problems are those associated with severe retardation, and their behavior problems stem from inadequate social skills.

Overview

The program is part of the University of Utah's Community-Based Transition Project (UCBT), a classroom and employment training

model designed to provide community-based instruction to severely handicapped students. The model is a replication and expansion of the Oregon High School Project for Severely Handicapped Students. UCBT model components provide opportunities for severely handicapped secondary students to receive comprehensive and systematic vocational instruction in community job sites while continuing to develop and apply personal management and leisure skills in the work, school, and home environments. The community-based instruction is a component of the student's individualized education program (IEP) in the regular high school.

The specific objectives for the UCBT project are to:

1. Develop a state-wide community-based employment training model for severely handicapped youth.
2. Implement the community-based employment training model in three integrated classrooms in regular high schools as well as community training sites.
3. Replicate and evaluate the UCBT model in seven new classrooms and community training sites during the second and third years of operation.
4. Provide ongoing technical assistance and inservice training to teachers and administrators in the State of Utah.
5. Incorporate the components of the model into preservice teacher education programs at the University of Utah.

Many of the IEP activities are home-based, and parents are taught how to provide instruction in certain skills in the home. Parents are contacted biweekly. Work sites presently include a library (janitorial tasks), a nursing home (laundry tasks), and the Roy High School Cafeteria (assisting in washing and restacking trays, plates, etc.).

Community instruction includes grocery shopping, and using fast food places, public transportation, convenience stores, vending machines, and banking and laundromat services.

The transition aspect of the program focuses on teaching marketable job skills and helping students seek meaningful employment at graduation.

Staffing

The program is served by a teacher; teaching assistant; director of special services; special education coordinator; UCBT project coordinator (University of Utah); UCBT project assistant (University of Utah); peer tutors from Roy High School; physical, occupational, and speech/language therapists; the principal of Roy

High School; and paraprofessionals hired on the basis of previous experience.

Grading and Promotion Policies

The students do not receive grades. They enter the program as sophomores if that classification corresponds to their age, and pass on to being juniors and seniors. They are encouraged to participate in graduation exercises.

Program Evaluation

Program policies, routines, and procedures are evaluated quarterly to see whether or not they are in compliance with the project model standards. The current level of implementation is 82%.

Funding

As an implementation site for the UCBT Project, the Roy High School basic skills class is financed partly through the Project and partly by the local school district.

VERMONT

Transition Service Program

South Burlington High School
Special Education Services
550 Dorset Street
South Burlington, VT 05401
(802) 658-9060

Contact Persons: Diane Corey; Robert Di Ferdinando

Setting and Background Information

The program was established in 1985 and is located in a suburban setting. The program annually serves approximately 6 students, aged 14 to 19, with moderate learning, motor, and sensory impairments. The intelligence test scores range from 50 to 70. The students may also exhibit inappropriate social skills.

Overview

Prior to the development of the Transition Services Program, learning impaired students were educated in a regional vocational

program for special children. Experience and research showed this approach to be expensive and ineffective, and the district stopped sending students to the regional program during the 1980–1981 school year. Students remained in the local high school, where staff sought to meet their vocational needs on a case-by-case basis. Over time, the experience and success gained from the individual cases led to the development and support of the Transition Service by the school board and business community. The purpose of the program is to provide for the learner's transition from educational services to adult life. Areas of focus are employment and access to adult services upon graduation.

The underlying program philosophy is that the learner's community is the best resource for planning and supporting the transition from education services to adult life. It is the school's responsibility to make use of this resource in the delivery of services to special needs students.

The Transition Services Program provides a life skills curriculum and instructional support to students served by the high school special services building team. It provides services that allow moderately impaired learners to be educated appropriately in a regular education setting. Educational services include direct instruction in math, reading, communication, and social skills. There is consultation with regular educators who serve Transition students in mainstream settings. Team-taught classes are provided for some students. They are offered by special and regular educators in math, English, science, and social studies.

The vocational/career development program includes a career exploration curriculum, job sampling opportunities in school and community settings, and job placements in the community. Students are taught by Transition staff and supported on the job in the community by an aide. Independent functioning at the community job is the goal of this component.

Transition staff coordinate the career component with vocational rehabilitation, job programs, the Alternative Learning Program (ALP), and private industries. ALP places high school students in career/interest opportunities outside of the classroom. Some students served by Transition Services use ALP without special education support. In-building services are coordinated with guidance, mainstream services, and regular education.

Independent living skills are taught in school and in the community. Transition support for students and parents is provided by staff. This support assists in the move from high school to the world of work and adult services. Computer instruction is provided if job requirements call for it, and computers are used routinely in instructional settings. Parent support is provided individually through a parent support group and a parent/staff committee.

Special Program Features

The director and instructors work with University of Vermont and Trinity College special education professionals to develop community and job-site curricula. They also work with parents to identify needs and goals that are vital to the success of the program.

Parents helped identify the need for the program and worked with the director to obtain funding. Local businessmen and women have provided work experience and job sites for the students.

The local Kiwanis chapter is supporting the program by providing long-term individual contact between each student and one Kiwanis member. They are also helping with work experience and job sites.

Grading and Promotion Policies

All program components require grading through the regular education system. Graduation credit is assigned through a multi-year plan, which provides for the modification of basic competencies and regular education curriculum as required by each student's need.

Grade promotion is by credit hour completion. When modification of competencies or curriculum is required, credit is assigned as a function of the individualized education program (IEP) process. All students who complete the program graduate from South Burlington High School with an earned diploma.

Staffing

The director of special education is the immediate supervisor for this program. Program development and implementation are monitored through the director's office. The principal is the secondary supervisor. Input concerning student need and program response is made by the principal's office. One full-time professional provides direct instruction, program development, and on-the-job training. One half-time support person (a university graduate student) provides direct instruction and on-the-job training.

Program Evaluation

The director of special education is currently developing ongoing evaluation procedures for all high school programs and services. This procedure was submitted in May 1986, and evaluation data was to be available within a year of that date.

To date, all development and implementation goals have been met. Currently all students are placed at job sites in the community.

The school board has approved the Transition Services Program. The regional accreditation committee for the high school noted the services in its report. The state special education unit supports the

development and implementation of the service and has received mention in the local and national press.

Funding

The funding sources for the program are local, state, and federal.

WISCONSIN

Fundamental Objectives Constituting Useful Skills (FOCUS)

Cooperative Educational Service Agency #5 (CESA5)
626 East Slifer Street
Portage, WI 53901
(608) 742-8811

Contact Person: Stephen Kehm

Setting and Background Information

The program was established in 1984 in a rural area. It is directed to all exceptional education needs (EEN) students from early childhood through secondary school. It is adaptable to the full range of intellectual abilities in the school setting and to a wide range of learning and emotional disabilities.

Overview

FOCUS was developed cooperatively by EEN educators in CESA5 to aid individual teachers and special education departments in organizing direct teaching strategies for important life skill acquisition by EEN students. This model makes use of school classrooms as well as appropriate community settings. Objectives, activities, and materials are organized sequentially to aid in classroom instruction and foster successful student transition to the community.

In the secondary school, students are scheduled into specific EEN classes such as life skill math, reading, career preparation, work-study, and a resource room by a multicategorical approach. Students are placed at appropriate stages, according to skill level, in situations leading up to a work-study component and post-high-school transition. Work-study programs that foster independent working skills and a sense of social commitment lend themselves to the post-high-school transition.

Grading and Promotion Policies

Students are evaluated on the basis of skill acquisition, attitude, and effort. All classes taught through the EEN program are given promotion/graduation credit.

Staffing

FOCUS uses "master" teachers in their home districts to assist fellow teachers in the special education department in direct teaching methods and strategies. The CESA5 Special Education Department provides ongoing workshops in professional growth.

Program support also involves weekly classroom visits by staff personnel as well as class presentations and community development.

Program Evaluation

Although FOCUS is still in its infancy, the program has proved successful in lowering the dropout rate among EEN students. It has also increased post-high-school education interest in several EEN programs.

Funding

FOCUS is funded by the Regional Service Network (RSN). The cost of the FOCUS Manual for teachers outside the CESA5 area is $20.

Sheboygan Area Treatment for Reintegration Through Involvement in Vocation and Education (STRIVE)

School District of Sheboygan
830 Virginia Avenue
Sheboygan, WI 53081
(414) 459-3329

Contact Person: Michael Weber

Setting and Background Information

The original STRIVE program began operating in 1980; its vocational component started in 1985. The program is located in an urban community. It serves 75 emotionally disturbed adolescents, aged 11 to 21, 97% of whom are adjudicated juvenile delinquents. Their intelligence test scores range from 90 to 148.

Overview

The STRIVE program began operating after 3 years of joint planning among the Sheboygan Area School District, Sheboygan County Social Services, Sheboygan County Unified Board, Sheboygan County Handicapped Children's Board, Youth Services Bureau, and Sheboygan Police Department. STRIVE is a self-contained, complete program for emotionally disturbed adolescents. It is housed in the school district's central office building.

The students receive instruction in academics; career development; appropriate school, home, and community behavior; and peer interactions. No behavior, positive or negative, is ignored. During each class period, during lunch break, before and after school, and in the hallway, students are evaluated on their cooperation, attitude, appropriate behavior, social interactions and participation, and completed work. Students earn points toward shopping trips and reintegration into regular school programs. Daily attendance is mandatory, and students are transported on buses with the STRIVE staff. The ride is a counseling session on wheels. If a student runs away or refuses to come to school, the STRIVE staff and the police department locate the student and escort him or her to school. The student then remains at STRIVE until all work is completed and an appropriate attitude is developed—overnight, if necessary.

The Job Training/Career Awareness Partnership Program for STRIVE students began operating in January, 1985, as an interagency project between the Sheboygan Area School District, the Farmers Union, the Job Training Partnership Act, the Private Industry Council, local businesses, and the Department of Social Services. This program consists of four progressive components. All students are evaluated throughout the four components and progress from one to another only after successful completion of the previous component.

The first component is *career awareness and individual assessment*. Students are tested on their general work ability, specific job interests, and ability to perform certain tasks. This information is used to help students become aware of what jobs are available to them, develop self-awareness and personal values, and identify the academic skills necessary for specific jobs. Classroom testing, instruction, and visits from local business personnel are included.

After successfully completing an evaluation, the students move into the second component, *job responsibilities*. This component is extremely comprehensive and intense. Students begin developing the skills needed to communicate with coworkers, communicate with supervisors, follow company rules and regulations, abide by community expectations, participate in company recreational activ-

ities, resolve conflicts in appropriate ways, remain safe and healthy on the job, and practice good hygiene and nutrition. The instructional activities used to assist them in developing these skills include teacher-directed classroom activities, visits to the classroom by industrial/business workers, visits to the job site, interviews of employees in areas of interest, and review of specific company rules provided by local industries and businesses.

Since many students experience difficulties in social and community responsibilities, much attention is given to the second component. Students are evaluated frequently and given continuous feedback as to their progress. Each student receives individual attention and instruction in his or her weak areas along with the positive support necessary to formulate good work habits. When the students have successfully completed their goals, as determined by a formal evaluation, they are ready to be placed at a job site within the school district.

The third component consists of *placing students on a job in the school district*, for 1 hour per day, 2 to 3 days per week. Students are assigned to a work supervisor and expected to transfer to the job the skills they learned in Component 2 (job responsibilities). A job training instructor meets with the student supervisors, spot checks students on the job, provides directions, and coordinates a weekly evaluation of each student's performance. Good performance is awarded through gift certificates for local restaurants, recreational activities, or shopping trips. At any time, students may be pulled back into the classroom for additional instruction or assistance. As a student's performance increases, the job assignment is expanded to 5 days a week and/or 2 hours on the job. Job station assignments are rotated, enabling students to experience a variety of jobs and supervisors. Again, a formal evaluation is used to help determine when a student is ready to be placed in the community.

If students satisfactorily complete the first three components, they are placed on *a job in the community*. Attempts are made to match student aptitude and interests with the job. Monetary support and/or publicity are provided to employers as incentives along with periodic visits by the job training instructor. Students are evaluated on a weekly basis by the employer, job training instructor, and themselves. They sit down together and discuss the evaluation, providing praise for positive work habits and direction for areas of difficulty. If students experience significant difficulties, they are placed back into Component 2 or 3 for further instruction.

Grading and Promotion Policies

Students are enrolled in STRIVE for a minimum of 18 weeks. Enrollment may last for an indefinite period beyond that, depending

on the special needs of the student. Reintegration into the regular classroom depends primarily on whether or not students have successfully changed or extinguished the behaviors that had caused them to be placed in STRIVE. Reintegration is a gradual process that is carefully supervised and monitored by STRIVE staff and the teachers and counselors at the students' "home school."

Staffing

The students are served by five teachers certified in the area of emotional disturbance, eight aides, four social workers, one job training specialist, one secretary, one social work supervisor, and a special education administrator.

Staff development is an integral part of the STRIVE program. It is inherent in the close collaboration of all personnel as they participate in the formulation of the educational, home, and community improvement plan for each STRIVE student.

Program Evaluation

During the first 6 years of operation, there was a significant reduction in the number of Sheboygan County adolescents in correctional institutions; a reduction in school dropouts; less money being spent on institutionalization and more being spent on local community efforts; an increase in interagency cooperation and understanding; and a more positive community attitude toward delinquent adolescents. The program was expanded through the four-tier career development program involving the Sheboygan Area Private Industry Council, drug and alcohol abuse instruction, Outward Bound/stress challenge education, GED instruction, physical development activities, and more intensive family therapy.

Funding

The STRIVE Program is supported by a combination of federal, state, and Sheboygan Area School District monies; by funds from the Sheboygan County Department of Social Services; by the Private Industry Council (JTPA); and by donations.

The approximate annual operating cost for this 12-month program is $500,000.

SPECIAL SCHOOLS OR CENTERS

MONTANA

"Welcome to Success"

Public School District #58
Yellowstone Boys and Girls Ranch Treatment Center
Route 1, Box 212
Billings, MT 59106
(406) 656-2198

Contact Person: Dr. Jim Bryngelson, Director of Education

Setting and Background Information

The public school district of the Yellowstone Boys and Girls Ranch School was created in 1961 by the Montana legislature; the educational/treatment program was originally established in 1957. This program annually serves 130 students, aged 12 to 18, who function within the normal intellectual range. The students display severe emotional disturbances that are often accompanied by learning disabilities and behavioral disorders.

Overview

The program focuses on school and life survival skills. The philosophy of the school is to "catch them being good." Each student is provided educational programming through an individualized education program (IEP) which is developed after a thorough assessment of learning style, strengths, and levels. The IEP includes annual goals, short-term objectives and specific behavioral objectives, courses to be taken, teaching strategies, staff assignments, and evaluation and follow-up timeline procedures. Each student's motivational and instructional program is tailor-made and involves a composite of the many programs available to meet the student's unique needs.

The school curriculum offerings include personal social skills, English, math, reading, life skills, social studies, science, civics, American history, physical education, furniture repair, printing, photography, food preparation, home economics, recreation, work-study and apprenticeship.

ERIC document number ED 195 122 provides a more complete description.

Grading and Promotion Policies

Grades are given at discharge, according to state standards. The students graduate from their local community schools after re-entry.

Staffing

The care school staff consists of the director of education; the administrative assistant; 12 special education teachers; a special reading teacher; a coordinator for re-entry/transition; and a records manager, officer manager, and district clerk.

Staff motivation and discipline are critical components of an effective school. The school administration recognizes the need for high self-esteem of staff as well as of students. A staff development plan has been devised to teach self-esteem and avert burnout. Staff are treated the same way as students, with attention being paid to their basic needs of accomplishment, belonging, and control.

Program Evaluation

Year-end reports on the students yield data that show high program efficiency. Areas monitored are student movement to less supportive (restrictive) placements; IEP gains; essential life skills competencies; precision teaching; life skills/academic intervention; re-entry/transition; motivation system; discipline system; population program; and tool skills. Detailed charts are maintained.

The "Welcome to Success" program has been presented at national conferences in San Francisco, Anaheim, Minneapolis, Pensacola, and Seattle. In July, 1986, a paper based on the program ("Motivation and Discipline Intervention Techniques: Tools for Residential Treatment") was presented to the Peking Medical Development Research Institute of the Republic of China.

Funding

Funding sources are the state funds and tuition from the students' school districts. Approximate annual operating cost per individual student is $7,240.

NEW YORK

Birchwood School (Adolescent Section)

214 Sickletown Road
West Nyack, NY 10994
(914) 358-8830

Contact Person: Arthur Jakubowitz, Principal

Setting and Background Information

Birchwood School is located in a suburban area. It is an attractive public school facility situated in a park-like setting. The present program was established in 1984. There are 70 students, aged 5 to 21, with emotional problems and learning disabilities. Their intelligence test scores range from 75 to 130 and above. There is a wide range of behavioral problems, including hyperactivity, withdrawn behavior, aggressive acting out, attention deficit disorders, some schizophrenia, and poor school and community adjustments.

Overview

The school was originally begun 20 years ago as Rise West, a school for emotionally handicapped children. In September, 1984, it became part of the Clarkstown Central School District. The purpose of the Birchwood School is to prepare students to function successfully in their home school districts. The underlying philosophy of the school is facilitation of the education and personal rehabilitation or growth of each student in a structured, therapeutic program based on sound clinical practice every step of the way.

Each classroom has a teacher and teaching assistant and a maximum of eight students. The class is supported by a full clinical staff and diagnostic specialists and provides opportunities for individual and group instruction as well as shared activities and experiences.

Adolescent students may remain in a self-contained class for all of their courses or attend classes on a departmentalized schedule, depending on individual need. They have the option of pursuing a Regents' or non-Regents' diploma or GED, again depending on individual ability.

Students in the Adolescent Section may elect to receive high school credits through participation in the Diversified Work

Program. Vocational education is available on a part-time basis through a cooperative program with BOCES (county-wide Board of Cooperative Educational Services).

Grading and Promotion Policies

Students receive grades based on performance as it relates to individual functional expectancy levels. Report cards are distributed four times a year. Teachers hold conferences on these reports with students and parents.

The students return to their school district as soon as they are able to function there. If this does not occur before their completion of high school, they are graduated from Birchwood School with the appropriate high school diploma.

Staffing

Teachers are the front-line personnel at the school. They come to the school as certified special education teachers having a measure of natural talent in teaching children with severe emotional problems.

The role of teaching assistant can vary from being a "strong-arm" person who manages crises and performs routine classroom duties, to what the students may view as an equal partner. Under the best of circumstances, it is the latter role, although the teacher in charge carries all the responsibility for the planning, testing, reports, parent contact, and administrative contact.

The crisis intervention specialist is available to support the classroom teacher in any crisis situation. This staff member is a certified special education teacher specially trained in methods used to deal with students who are in an emotional crisis. The crisis teacher works to return the student to his or her classroom as quickly as possible.

The school principal, who has a strong background in special education, acts not only as chief building administrator, but also as support for instructional staff. He is available at all times to listen and to raise the morale of his teaching staff so that they can continue to function at a high therapeutic level. He also establishes relationships with all students in the school so that his effectiveness is increased when dealing with individual students' particular problems.

The clinical staff meets regularly to conduct ongoing evaluations of all students at Birchwood. In addition to therapy assignments, they consult with educational staff, in weekly meetings and on an as-needed basis, concerning the best methods for dealing therapeuti-

cally with individual students. The clinical staff is comprised of a clinic supervisor (MSW), a social worker, a part-time psychiatrist, and four part-time psychologists.

Staff development activities include ongoing inservice training workshops for all staff members in educational and emotional areas related directly to the needs of Birchwood students.

Program Evaluation

Follow-up by clinicians, transitional counseling, staff visits to students in regular schools, and visits to Birchwood by former students have all indicated that the majority of students do well in their new programs.

Until 2 years ago, the school followed the standard procedure for program evaluation as designed by the New York State Office of Mental Hygiene. This process is now followed more informally through periodic assessments of program objectives, goals, and philosophical orientation by teaching staff, clinicians, and principal.

The Birchwood School has been nominated as a model program and has been invited to make presentations at several conventions, including the 1986 National School Board Association Convention in Las Vegas, Nevada, on April 6, 1986.

Funding

Each Committee on the Handicapped in the students' home districts paid tuition per student of $17,900 for the 1985–1986 school year. Annual operating cost is currently $1,360,000. In addition, the Birchwood School runs a 6-week summer program funded entirely by the Family Court of Rockland County and the New York State Education Department.

SOUTH CAROLINA

South Carolina School for the Deaf and Blind

Cedar Springs Station
Spartanburg, SC 29302
(803) 585-7711

Contact Persons: Patrick Dowling, Principal of School for the Deaf; Dennis Thurman, Principal of School for the Blind

Setting and Background Information

The school was originally established in 1849 as a private endeavor. In 1856, the school property and surrounding lands (now a suburban setting) were purchased by the State of South Carolina.

There are 90 students enrolled in the school for the deaf and 26 in the school for the blind. Their ages range from 3 to 21; intellectual test scores are 69 and above. The learning problems are those associated with severe hearing or visual loss. The behavioral problems are those that can be managed in an open setting. (Some of the students have a combination of two or more seriously handicapping conditions. They are served by a special Multihandicapped School program.)

Overview

The major purpose of the South Carolina School for the Deaf and Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social, and physical development of each student enrolled. A related purpose is to increase students' ability to combine occupational knowledge, gained through training and study, with basic academic skills so that they will eventually actualize their full vocational potential.

Two components of the SCSDB curriculum are particularly designed for secondary-school-age students, the vocational school and the sports program.

The vocational school serves deaf, blind, and multiply handicapped students and offers on-the-job training in cooperation with businesses and industries in the community. Instruction is offered in such areas as building trades, food services, office occupations, offset printing, and industrial sewing, as well as many other individualized programs.

The sports program is open to boys and girls ages 10 to 19. Teams compete in the South Carolina High School League Conference 1A and in the Mason-Dixon Athletic Association. In addition, the physical education department is actively involved in the U.S. Association for Blind Athletes and the American Athletic Association for the Deaf.

Grading and Promotion Policies

An individualized education program (IEP) is prepared for each student. Letter grades are used, and high school students are expected to pass the subjects that are required for the state high school diploma.

Staffing

All staff are employed in accordance with specifications issued by the State of South Carolina. The present staff includes a residential principal for each school department, clinical counselors, basic classroom teachers, teacher's aides, a nursing supervisor, a chief psychologist, and social workers.

Personnel in the child care department plan, coordinate, and supervise all after-school programs and activities in the dormitories. There is an array of support services and staff available as needed for health care, transportation, and speech- and hearing-related needs.

Both the deaf and the blind departments maintain staff development programs through seminars, inservice training, workshops, and university courses.

Program Evaluation

Details of program accomplishments in 1985 are contained in the Annual Report of the school. Both the deaf and the blind departments have recently initiated comprehensive protocols of performance indicators which will enhance the effectiveness of the overall programs. These indicators are criterion-referenced and are expected to provide a substantive basis for the evaluation of student performance and program adequacy.

Funding

SCSDB is supported by both state and federal funds. The approximate annual operating cost for the entire school is $9,118,421 (state: $8,092,654; federal: $1,025,777).

SOUTH DAKOTA

Black Hills Special Services Cooperative

1821 Cliff
Deadwood, SD 57732
(605) 578-1914

Contact Person: Randy Morris

Setting and Background Information

This cooperative program was established in 1980 in western South Dakota, and the 12 member districts cover a rural area of approximately 9,000 square miles. The Cooperative facilities are located in three different towns about 15 miles apart, with educational and residential facilities located throughout the three-town area.

The Cooperative serves 107 students, aged 3 to 21, who have a wide range of exceptionalities including mental retardation, emotional handicaps, learning disabilities, autism, multiple handicaps, and visual and hearing handicaps. Intelligence test scores range from 35 to 145. There are varied developmental learning and behavioral problems.

Overview

The purpose of the program is to provide comprehensive assessment, educational, and residential services for students according to their individual needs. Several components of the Special Services Cooperative are specifically designed for high-school-age students.

The prevocational classroom is attended by students between the ages of 16 and 21. A major question addressed in this classroom is the determination of the student's potential for competitive employment versus sheltered/supervised work.

The vocational program, which operates in Deadwood, exists to serve educationally/emotionally delayed teenagers who, in the opinion of their interdisciplinary teams, have progressed as far as they can in a traditional academic setting. This program allows students to use their remaining school years to prepare for competitive employment and independent or semi-independent life in the community. Students receive on-the-job training while they provide janitorial work, maid service, and kitchen services for the Cooperative's central offices and the Pluma School (a self-contained school for developmentally delayed children and adolescents). They

are paid for their services, and they learn to use the community for shopping and recreation. Other curricular areas addressed in the vocational program are math as it pertains to money, check writing, first aid, food and nutrition, job readiness, job seeking, driver education, and sex education. Support staff include a nurse, a psychologist, and a social worker. At present, 14 students are enrolled in this community living program.

An alternative school, located in Sturgis, serves students of junior and senior high school age who have average intelligence but have failed in regular classrooms because of learning disabilities, maladaptive classroom behaviors, or chronic truancy. The school provides group counseling sessions, tutoring, community job experiences for which students may be paid or receive academic credit, and individual counseling. Students may take a modified curriculum in problem areas, and they can be mainstreamed into the Meade County Schools for classes in which they are likely to succeed. A social worker and a psychologist work full time with these students.

An adolescent group home is located in Spearfish. It provides a residential program for up to 14 adolescents between the ages of 12 and 18, both male and female. The residents are not developmentally disabled. They attend either the alternative school or the public schools in Sturgis. The individualized education program (IEP) developed for each of these students incorporates the residence goals.

Grading and Promotion Policies

Students are graded on their daily class work and evaluated in job-site activities. A full array of standard and informal assessment procedures are administered regularly.

Transfers and discharges from the Black Hills Special Services Cooperative programs usually occur through the interdisciplinary team process.

Staffing

The cooperative has a director and assistant director. There are five program administrators as well as teachers, aides, and various support staff. Each program conducts periodic inservice training as needed on an ongoing basis. Staff members have access to various professional organizations and activities.

Program Evaluation

The "Consumer Evaluation Report," prepared in August 1985, indicated that most respondents rated most of the areas of service very favorably.

In 1983, the Cooperative received an award from the U.S. Office of Education for its outstanding vocational facilities.

Funding

The Cooperative is supported by its member school districts and also receives funds from state, federal, and other school district sources. The approximate annual operating cost is $2.2 million.

Programs in Brief

TOTAL DISTRICT-WIDE PROGRAMS

ILLINOIS

Project READY

Braun Education Center
6020 W. 151st Street
Oak Forest, IL 60452
(312) 687-4971

Contact Persons: Ellen Lamberty; Ann Ryder

Established in 1985 in a suburban setting, the program serves students aged 19 to 21 who have the following disabilities: severe mental retardation, deafness, seizure disorders, vision impairment, behavior disorders, and associated mental/emotional dysfunctions. Project READY was designed to help students work through the stages of getting ready for work, going to work, and actually working. The program uses off-campus sites.

KENTUCKY

Resource Room Program

Lawrence County High School
Rt. 466—Bulldog Lane
Louisa, KY 41230
(606) 638-9676

Contact Person: Debbie Cooksey

A number of resource rooms were established in 1975 in a rural setting in order to serve learning disabled and mentally handicapped adolescents aged 13 to 20. The purpose of the program is to increase students' academic and life skills. All students receive some of their education in a regular classroom setting. The program has received commendations from the Kentucky Department of Education.

Resource Room Program

Washington County High School
Lincoln Park Road
Springfield, KY
(606) 336-3996

Contact Persons: Rose Mudd; Kathy Fields

Established in 1975 in a rural setting, the program serves learning disabled and mentally handicapped students aged 13 to 19. All students are mainstreamed into the regular education program for at least part of the day. English, math, and social studies are offered in the resource room. The Kentucky Department of Education recognized the program for presentation at its 1984 state conference.

MARYLAND

IEP Objectives for the Mainstream

Carroll County Board of Education
Special Education Office
55 North Court Street
Westminister, MD 21157
(301) 876-2208 or (301) 848-8280

Contact Person: Jewell H. Makolin

Established in 1984 in both suburban and rural settings, the program serves all secondary-level students with exceptionalities with the exception of speech impaired students. Program purposes are: (a) to meet the mandate that if modifications are needed for a handicapped child to be successful in the least restrictive environment, these modifications must be part of the IEP; (b) to promote the necessary interaction between regular education and special education personnel for mainstreaming; and (c) to provide information to regular education and special education teachers on mainstreaming. A checklist to assist regular educators in modifying their instructions was developed and is being used in the program.

NEW YORK

Pupils with Handicapping Conditions (PHC)

Phase II (Upper Level)
Baldwin Senior High School
School Drive
Baldwin, NY 11510
(516) 223-8100

Contact Persons: Lewis Lachman, District Special Education Supervisor; Carol Curran, PHC Special Education Teacher

Established in 1979 in a suburban setting, the program serves adolescents aged 15 to 21 with Down's syndrome, brain injury, and cerebral palsy. This program prepares the students vocationally for a postschool job in a sheltered workshop or in a community-based competitive job. At the same time, the students receive extensive instruction in life skills, travel, and community awareness, and they are oriented toward a goal of independent living. All students who have completed the program are successfully employed.

Resource Room Program

Niskayuna Central Schools' Committee on the Handicapped
1626 Balltown Road
Niskayuna, NY
(518) 382-2525

Contact Person: Charles E. Button, Chairperson

Established in 1970 in a suburban setting, the program serves learning disabled, emotionally disturbed, mentally retarded, and physically handicapped students aged 14 to 20. The program provides academic and emotional support to students by assisting them in passing competency tests, preparing for graduation, planning for life after school, and managing their behaviors. The dropout rate for the entire school, including the students in this program, is 1%.

TEXAS

Synergistic Education Program

Spring Branch Independent School
955 Campbell Road
Houston, TX 77024
(713) 464-1511

Contact Person: Cindy Farek

Established in 1977 in a suburban setting, the Synergistic Education Program serves learning disabled, emotionally disturbed, and orthopedically handicapped students aged 13 to 18. Four program components comprise the model: the High Intensity Learning Center, designed to remediate basic reading deficits and improve students' self-concepts; the Content Mastery Program, designed to provide a system for supporting students in the regular classroom; the Essential Skills Program, designed to complement remediation work undertaken in the learning center; and the Parent Program, designed to involve parents in supporting the students' educational program. In 1982–1984, the Synergistic Education Program was chosen for the Demonstration Programs for School Improvement (DPSI) Network. In 1983, 1984, and 1985, it received a commendation from Texas Education Association as an exemplary special education program.

WASHINGTON

Basic Skills Resource Room Program

White River High School
P.O. Box G
Buckley, WA 98321
(206) 829-0600

Contact Persons: Cindy Peterson; Vicki Ireland

Established in 1977 in a rural setting, the resource room serves learning disabled, behaviorally disordered, mentally impaired, and hearing impaired students aged 14 to 20. The purpose of the program is to assist students in completing high school either in the mainstream regular education program or in modified special

education classes. Resource room staff work with regular program staff and also teach specialized courses. Since the program began, there has been an increase in the number of students graduating, attending vocational schools, and entering the armed forces.

VOCATIONAL PROGRAMS

ILLINOIS

Educational Opportunity Services Program

Southwest Cook County Cooperative Association
for Special Education
Howe Developmental Center
183rd and Harlem Avenue
Tinley Park, IL 64077
(312) 532-7000 Ext. 656

Contact Person: Michael Galbreath

Established during the 1985–1986 school year, the program serves 17 mentally retarded, physically impaired students aged 18 to 21 who range from profound mental retardation to an educable level. The purpose of the program is to educate and provide vocational instruction to institutionalized mentally retarded youth and to avoid automatic training for traditional adult workshop activity programs. A major emphasis is on vocational skill development in clerical and janitorial areas.

MARYLAND

Margaret Brent Special Center Vocational Program

5816 Lamont Terrace
New Carrollton, MD 20784
(301) 459-9628

Contact Persons: Barbara Haigh, Principal; Dianne Robbins, Work-Study Coordinator

This program was started in 1984 in a suburban area of Prince Georges County, Maryland. The Center serves 135 multiply handicapped students, aged 5 to 21. Mental retardation is the primary handicapping condition; secondary emotional problems are present in about 50% of the students.

The vocational/career development facet of the program begins at age 14. Training for 14- and 15-year-olds focuses on job sampling, with emphasis on the development of appropriate work attitudes. The 16- and 17-year-olds learn specific job skills and spend time on two or three jobs each year. The 18- to 21-year-olds are trained more intensively in specific job sites, where the focus is on accuracy, independence, and expanding endurance.

Vocational Experience Program (VEP)

Anne Arundel County Public Schools
Office of Special Education
2644 Riva Road
Annapolis, MD 21401
(301) 224-5474

Contact Person: John B. Wetty

Established in 1962–1963 in a suburban location, VEP annually serves 200 11th- and 12th-grade learning disabled, mentally retarded, and severely emotionally disturbed students. The purpose of the program is to provide prevocational and vocational classroom instruction, job training, and paid work experience to these students. Seventeen special education teachers/coordinators, one in each high school and special education school, comprise the basic staff. The students' paid jobs are in community businesses. VEP has been recognized by the Maryland State Department of Education, Division of Special Education, as an outstanding transition program.

NEVADA

Mentally Handicapped Specialized Program

Rancho High School
1900 East Owens Avenue
North Las Vegas, NV 89030
(702) 649-4270

Contact Persons: Michelle Mulligan; Kathryn Butler

The vocational thrust of this program was introduced in October of 1984 on a regular high school campus in an urban setting. It currently accommodates 42 mentally handicapped students, aged 14 to 22, who function intellectually in the 42 to 68 IQ range and who exhibit a variety of behavior problems that are mainly associated with developmental and social immaturity. The vocational component was introduced to provide instruction for high-functioning mentally handicapped students to prepare them for competitive employment rather than sheltered workshop settings. Students are prepared for service in various community-based enterprises such as hospitals, fast food restaurants, gardening centers, day care centers, hotels, sports complexes, and small stores such as donut shops, Mom and Pop groceries.

NEW YORK

Project Transition

Nanuet Job Service
416 Nanuet Mall South
Nanuet, NY 10965
(914) 624-3410/3461

Contact Person: Johanna Lewengrub

Project Transition began in April, 1985, in a suburban setting, as a cooperative effort of the educational community, the Private Industry Council of Rockland, and the New York State Department of Labor. It is funded by the Job Training and Partnership Act (JTPA). The project currently serves 39 adolescents, aged 16 to 21, who are learning disabled, emotionally handicapped, mentally retarded, or visually impaired. The level of intellectual functioning

is from educable mentally retarded upward. Project Transition serves high school seniors, school dropouts, and individuals who have completed with a regular high school diploma, certificate, or GED, who have been classified as handicapped by the local Committee on Handicap (COH) and referred for the program. It provides comprehensive vocational care management that starts with vocational assessment and concludes with job placement and monitoring.

SPECIAL SCHOOLS OR CENTERS

BRITISH COLUMBIA

Secondary Teaching and Evaluation Centre

Vancouver School Board
1755 East 55th Avenue
Vancouver, BC, Canada V5P 1Z7
(604) 321-3020

Contact Person: Jean Moore, Head of Student Services,
(604) 731-1131

The Secondary Teaching and Evaluation Centre, located at David Thompson Secondary School, serves as a district-wide resource for secondary teachers in meeting the needs of learning disabled adolescents. It provides diagnostic and instructional services for

secondary students with learning difficulties. The Centre is staffed with a team leader, two teachers, a staff assistant, and a half-time secretary. The team leader is responsible for the supervision and implementation of the total program.

This service conforms to the policies, procedures, and guidelines set out by the Ministry of Education and is consistent with the long-term goals of the Vancouver School Board. Its rationale for serving secondary students is based on research showing that early adolescence is a time of accelerated cognitive growth and that students receiving assistance during this time may be ready to grasp ideas they previously found difficult. Appropriate practices and procedures emphasize flexible learning styles and the use of compensatory teaching strategies.

CALIFORNIA

Bonita Vista High School Special Abilities Cluster

751 Otay Lakes Road
Chula Vista, CA 92013
(619) 691-5486

Contact Person: Angela Hawkins

The Special Abilities Cluster was established in 1965 in a suburban setting next to the Mexican border in San Diego County. It serves a population of 150 moderately, severely, and profoundly mentally retarded and multiply handicapped students aged 12 to 22 years. These developmentally disabled students are functioning below first grade level academically and need to develop essential recreational, domestic, and vocational abilities. The Cluster is operated on a regular high school campus and is fully integrated.

FLORIDA

Hopper Exceptional Education Center for Severely Disturbed and Autistic Students

1201 Bay Avenue
Sanford, FL 32771
(305) 322-1252 Ext. 288

Contact Person: Daniel L. Scinto

The Hopper Center was established in 1983. It is located in a converted elementary school building in an urban community, the county seat of Seminole County. The Center serves 36 severely emotionally disturbed students, some of whom are autistic, who range in age from 3 to 21 years and in functional performance/capacity from a level of profound mental retardation to intellectual giftedness. The master schedule for high-school-age students centers around vocational instruction. The aim of the program is to maximize services and stabilize the students so as to return them to some level of mainstream education.

ILLINOIS

Alternate School/Day Treatment Program

Joliet Township High Schools
201 East Jefferson Street
Joliet, IL 60432
(815) 727-8616

Contact Person: Bruce MacQueen

In its present format, the Alternate School/Day Treatment Program was established in the 1984–1985 school year. It is located in an urban setting and serves 92 high-school-age students who have behavioral and emotional problems. They range from educable mentally handicapped to superior in intellect; have serious academic deficits in mathematics and reading; and range in behavior from withdrawn to acting-out. The focus of the program is on improving each student's behavior while maintaining an academic schedule. The remediation provided is intended to facilitate a transition back to the mainstream of the student's home campus. There is also a career class accompanied by a cooperative training work program.

MAINE

Bath Junior High School Planning Center

Old Bath Road
Bath, ME 04530
(207) 442-8761

Contact Person: Diana O'Donnell

The program was established during the 1984–1985 school year and serves about 100 students annually. They range in age from 12 to 17 and in intelligence test scores from 80 upward. All exceptionalities are served, but the Planning Center concentrates on students with behavioral problems. Its philosophy stems from Glasser's control theory. Referrals may be made to the Planning Center by the school administration or by a teacher through the administration. Students who enter the program are helped to make better choices and decisions about their behavior and learn how to make a plan for improvement. A daily log is kept. Plans are written that seem within the student's capacity to complete. As time goes by, plans become more demanding. Positive behavior is always rewarded by praise or more tangible objects.

Vocations in Perspective (VIP)

Sacopee Valley High School
RFD 1
Cornish, ME 04080
(207) 625-3208

Contact Person: Nancy Jamerson

The VIP program was established in September of 1978 to serve a small number of high school age students whose needs were not met by either a resource room or regular classroom setting. It currently serves 12 students ranging in age from 12 to 20 years. The program is housed in a self-contained classroom that is divided into several learning/work areas. The program extends into the school and community through group and individual work site placements.

NEW JERSEY

New Jersey Regional Day School at Jackson

Manchester Township Board of Education
RD 6, Box 401
Route 571
Jackson, NJ 08527
(201) 928-1500

Contact Person: Barbara Juliano, Principal

The New Jersey Regional Day School at Jackson is one of 11 that were created in 1973 to serve low-incidence handicapped students. The facility at Jackson provides a least restrictive environment for students whose handicaps are of such low incidence or such severity that programming is prevented in any other setting. The school is located in a rural area. It presently serves 110 children, aged 3 to 21, who range from trainable mentally retarded to gifted. The school population may include students from one or all of the categories of deaf, multiply handicapped, deaf-blind, and emotionally disturbed. The actual population depends on the needs of the region.

Academic instruction ranges from prereadiness through grade 12. For the high-school-age student, there is a vocational and career development component that includes a career awareness program; a vocational shop for woodworking, plastics, graphic arts, agriculture, and food service; and a work-study program.

NORTH CAROLINA

Vocational and Functional Academic Program

Charles D. McIver School
1401 Summit Avenue
Greeensboro, NC 27405
(919) 378-9159

Contact Persons: Elbert R. Brigman, Principal; Paul Kellum, Assistant Principal for Curriculum and Instruction

The Vocational and Functional Academic Program was established in 1984 in an urban setting in North Carolina. It serves 150 mentally handicapped students, aged 5 to 21, whose degrees of

mental retardation range from moderate to severe and profound. Special efforts are made to place the high-school-age students in sheltered workshop and/or competitive employment. The Charles D. McIver School has a nationally known physical fitness and sports program for these students.

OKLAHOMA

Longfellow Junior High School Microcomputer Lab Project

900 East Broadway
Enid, OK 73701
(405) 234-5270

Contact Person: Colleen Nixon

Established in 1986 in an urban setting, the program serves 89 mentally handicapped and learning disabled students, aged 12 to 19. With 15 microcomputers available for use by five special education classes, these students, who come from low socioeconomic backgrounds, receive enhanced individualized instruction in all subject areas and on topics pertaining to vocational and career development. The program is highly motivating and provides an atmosphere that encourages the development of positive self-image.